

How to Use an AP Stylebook

AP Stylebook

TODAY

*We will learn **how to** search for terms in the **AP Stylebook** to copy edit work made for media publications.*

*I will work with my team to learn the different ways to find terms and copy edit publication copy using the **AP Stylebook**.*

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

The Theatre department will perform the classic play Macbeth on Friday, February 9.

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

The **theater** department will perform the classic play “**Macbeth**” on Friday, **Feb. 9**.

YOU SHOULD HAVE LEARNED

- 1. Look at every sentence six times for SCAN-UP: spelling, capitalization, abbreviations, numbers, usage, and punctuation*
- 2. Use the table of contents & index for quickly finding entries in the whole book*
- 3. Search specific first, then more general to find a term. Read the book and use it every time to become familiar with its contents.*
- 4. Know the special sections & use copy editing marks to get better at editing copy for publications.*

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

Governor Lee Dur walked the neighborhood to canvas voters about issues they care about including healthcare and illegal immigrants.

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

Gov. Lee Dur walked the neighborhood to **canvass** voters about issues they care about including **health care** and **illegal immigration**.

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

Every one adjusted there clocks when Daylight Savings Time came on the second Sunday of March at 2 am.

ON YOUR OWN

*Using the Associated Press Stylebook at your desk, find & correct the **four errors** in the sentence to the right. Write the sentence correctly on a sheet of paper.*

Everyone *adjusted their*
clocks when **daylight saving**
time *came on the second*
Sunday of March at 2 a.m.

PRACTICE WORKSHEET KEY

- I. Despite studying as a foreign-exchange student in the **Middle East**, **junior** Harry Feat still did not know **Muslims** believe in **God**.*
- II. Government **teacher** Juanita Rivera earned her **bachelor's degree** in **history** from Cityville University – the **first** in her family to graduate with a college degree.*
- III. The varsity **football** team's **day-to-day** grind is apparent on the **quarterback's** face when he crossed the **5-yard** line.*

INDIVIDUAL PRACTICE

- I. The honors Government class was studying the European Union and all the countries that compose it. Ukraine wanted to join the E.U. and NATO during the Russian invasion, but it was denied. The United States and other NATO countries would have had to immediately go to war, which president Joe Biden carefully acknowledged during the State of the Union Address on Tuesday, March 1, 2022.

INDIVIDUAL PRACTICE

- I. *The honors **government** class was studying the European Union and all the countries that **comprise** it. Ukraine wanted to join the **EU** and NATO during the Russian invasion, but it was denied. The United States and other NATO countries would have had to immediately go to war, which **President** Joe Biden carefully acknowledged during the State of the Union **address** on Tuesday, March 1, 2022.*

Attribution & Quote Format

AP Style

TODAY

We will learn how to
**properly attribute
information, reference
names, and format and
punctuate direct
quotations.**

I will **copy edit a story
using proper copy editing
marks to correct
attribution and quote
formatting.**

ON YOUR OWN

Write this quote as you imagine it should be properly quoted in a news article or caption.

Harold Feat, junior:

The school lunch is so good. I can't wait to go back for seconds. Chef's kiss to the cafeteria lady.

ON YOUR OWN

*This is the proper way to
attribute this quote.*

“The school lunch is so good,” junior Harold Feat said. “I can’t wait to go back for seconds. Chef’s kiss to the cafeteria lady.”

WITH YOUR GROUP

Says Mrs. Martha May, the Spanish teacher, she will be attending the upcoming Food & Family Festival.

The festival is one of the few times of year my family gets to spend quality time outside. Usually, it is too hot with small children to do anything for a lengthy amount of time outdoors. smiled Mrs. Martha May, Spanish teacher.

WITH YOUR GROUP

Spanish teacher Martha May said she will be attending the upcoming Food & Family Festival.

“The festival is one of the few times of year my family gets to spend quality time outside,” **May said.** “Usually, it is too hot with small children to do anything for a lengthy amount of time outdoors.”

YOU SHOULD HAVE LEARNED

- 1. Attribute after the first sentence and where to place the comma, quotation marks, period and watch for extra spaces.*
- 2. Always use first and last names, a title, and in the title-name order on first reference.*
- 3. Always use said in the title-name-said format to avoid editorializing.*
- 4. Use last name on second reference unless the last name is shared by more than one source.*
- 5. Avoid courtesy titles & prefer gender-neutral language.*

ON YOUR OWN

Using what you learned, write the quote to the right using the proper formatting.

Paige Turner, sophomore:

The dancing at prom is my favorite. People just go crazy since it is usually their last time together as a group.

ON YOUR OWN

Using what you learned, write the quote to the right using the proper formatting.

“The dancing at prom is my favorite,” sophomore Paige Turner said. “People just go crazy since it is usually their last time together as a group.”

ON YOUR OWN

Using what you learned, write the quote to the right using the proper formatting.

Cherrie Pye, senior:

My dog is my best friend. The fact I get to bring him to school makes my heart warm. He looks after my health and makes me feel safe.

ON YOUR OWN

Using what you learned, write the quote to the right using the proper formatting.

“My dog is my best friend,” senior Cherrie Pye said. “The fact I get to bring him to school makes my heart warm. He looks after my health and makes me feel safe.”

INDIVIDUAL PRACTICE

I. *Write the following story section correctly.*

The first time Johnny Miles – a 12th grader – exclaimed he felt special was when they called his name at the awards assembly.

“ I’ve never won anything before.” “ When they said I was Mr. CHS, I was gobsmacked.” “I didn’t think anyone liked me.” said Miles.

INDIVIDUAL PRACTICE

I. Correctly written story section:

*The first time **senior Johnny Miles said** he felt special was when they called his name at the awards assembly.*

*“I’ve never won anything before,” **Miles said.** “When they said I was Mr. CHS, I was gobsmailed. I didn’t think anyone liked me.”*

Time References

AP Style

TODAY

We will learn the proper ways to **reference time in writing.**

I will **copy edit work using my knowledge of time reference styles** *in the AP Stylebook.*

ON YOUR OWN

Take all of the information to the right and format it into one sentence, formatting it how you think it should be done.

The volleyball team is starting practice

Wednesday

September

14th

This year

Six in the morning

ON YOUR OWN

*This is the proper way to
attribute this quote.*

The volleyball team is
starting practice
Wednesday, Sept. 14 at
6 a.m.

YOU SHOULD HAVE LEARNED

- 1. Time of day is written as numerals, a.m. & p.m., don't be specific unless needed, ranges are written 6-7 p.m. or 5 a.m. to 8 p.m., use noon & midnight (just don't be confusing, o'clock, cut redundancies.*
- 2. Days of the week are spelled out, capitalized, used alone only when within seven days of a print publication but never online, and dates shouldn't have suffixes (-st, -nd, -rd, -th)*

YOU SHOULD HAVE LEARNED

3. *Capitalize months, only abbreviate months with six or more letters when used with a specific date – not just with a year – and months less than 6 letters are always spelled out.*
4. *Don't use a year in the current year, format decades as 1950s or '50s, centuries is lowercase unless part of a proper noun and spell out the century number first through ninth, but 10th +.*

INDIVIDUAL PRACTICE

- I. *Write the following story section correctly for a print publication that will be published Monday, Dec. 1, 2022.*

Police arrested two weeks ago who they believe to be the city's most-wanted thief. They are the same person police say stole copper wiring earlier this year from the air conditioning system at six PM on fri., mar. 7th, 2022. Chief Donald Glover stated they have had the suspect in custody since wed., nov. 22nd.

"We are glad to have him in custody." says Chief Donald Glover at a press conference sat., november 25th, 2022 at 8:16 in the morning. "This person has been crippling the community's systems since the 1990's. It's about time we have them behind bars".

Glover caled it the most-important arrest for the small-town station in the 21 Century due to the impact the crimes have had. Police caught the suspect in the middle of a 12 pm break-in at an elementary school that was out on a school holiday.

INDIVIDUAL PRACTICE

- I. *Write the following story section correctly for a print publication that will be published Monday, Dec. 1, 2022.*

*Police arrested two weeks ago who they believe to be the city's most-wanted thief. They are the same person police say stole copper wiring earlier this year from the air conditioning system in **March (or at 6 p.m. on Friday, March 7).** Chief Donald Glover **said** they have had the suspect in custody since **Wednesday, Nov. 22.***

*"We are glad to have him in custody," **Glover said at a Saturday morning press conference.** "This person has been crippling the community's systems since the **1990s.** It's about time we have them behind bars."*

*Glover **called** it the most-important arrest for the small-town station in the **21st century** due to the impact the crimes have had. Police caught the suspect in the middle of a **noon** break-in at an elementary school that was out on a school holiday.*

Spelling

AP Style

TODAY

*We will learn the **common types of spelling errors** and ways to spot and correct them.*

*I will **edit copy for publication using spelling and other style rules** I have learned.*

ON YOUR OWN

There are several spelling mistakes in the text to the right. How many do you see?

The school wil recieve a
deliverry off knew
unifomrs next weak after
the bassketball team riased
more then \$10,000 form
buisness donationss.

ON YOUR OWN

*This is the correctly
spelled sentence.*

There were 13.

The school will receive a
delivery of new uniforms
next week after the
basketball team raised
more than \$10,000 from
business donations.

AS A GROUP ANSWERS

The veterinary medicine class will open a new daycare for dogs starting Wednesday. All faculty and staff members will be able to drop off man's best friend in the morning before school.

“We are excited to be a part of the school culture,” the class's teacher Jennifer Miter said. “They took time to gauge the interest level faculty had and we definitely saw a need.”

YOU SHOULD HAVE LEARNED

- 1. Words may have the wrong letter because it sounds like another letter in that case.*
- 2. Letters can be transposed, especially double vowels or letters close to each other on a keyboard.*
- 3. People add extra letters and leave them out because they are similarly spelled to other words or because there are silent letters.*
- 4. Homophones cause confusion between words that mean totally different things.*

INDIVIDUAL PRACTICE

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"We are glad to have him in custody," says Chief Donald Glover at a press conference Sat., November 25th, 2022 at 8:16 in the morning. "This person has been crippling the community's systems since the 1990's. It's about time we have him behind bars".

Glover called it the most-important arrest for the small-town station in the 21st Century due to the impact the crimes have had. Police caught the suspect in the middle of a 12 pm break-in at an elementary school that was out on a school holiday.

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- I. *Write the following story section correctly for a print publication that will be published Monday, Dec. 1, 2022.*

*Police **arrested** two weeks ago who they believe to be the **city's** most-wanted **thief**. They are the same **person** police say stole **copper** wiring earlier this year from the air conditioning system in **March (or at 6 p.m. on Friday, March 7)**. Chief Donald Glover **said** they have had the suspect in custody since **Wednesday, Nov. 22**.*

*"We are **glad** to have **him** in custody," Glover said at a **Saturday morning press conference**. "This person has been **crippling** the **community's** systems since the **1990s**. It's about time we have **them** behind bars."*

*Glover **called** it the most-important arrest for the small-town **station** in the **21st century** due to the impact the crimes have had. **Police caught** the suspect in the middle of a **noon break-in** at an elementary school that was out on a **school** holiday.*

Capitalization

AP Style

TODAY

*We will learn the **proper**
times to capitalize words.*

*I will copy edit work using
my knowledge of
capitalization in the AP
Stylebook.*

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

The Golf team won its district championship last week, citing the new nike sponsorship, according to Coach Michael yawn.

ON YOUR OWN

Corrected sentence.

*The **g**olf team won its district championship last week, citing the new **N**ike sponsorship, according to coach Michael **Y**awn.*

YOU SHOULD HAVE LEARNED

- 1. Capitalize all beginnings of sentences every time, even in direct quotes.*
- 2. Capitalize all proper nouns but not informal nouns. Brand names can be tricky.*
- 3. Capitalize many derivatives of proper nouns but check the AP Stylebook that it hasn't been lowercased.*
- 4. Capitalize ONLY formal titles right before names. Informal titles, or formal titles after a name or alone get lowercased.*

INDIVIDUAL PRACTICE

Three cafeteria workers are dead and four students injured after a hippo went on a rampage inside Cityville high school.

Principal Dr. John Stout let the 4-year-old hippo in the back door of the School as part of the safari-themed spirit day. From there, it broke into the cafeteria, eating all the food and trampling the lunch ladies, who were trying their best to make sandwiches.

“It all happened in the course of, like, 15 minutes,” said Cafeteria Worker Jackie Smith. “We had about seven sandwiches made when it busted through the wall. It made a noise that sounded an awful lot like the Kool-Aid man yelling, ‘Oh yeah!’”

the hippo continued the carnage after crashing into another classroom, breaking the kneecaps of four students. EMS transported the students to Cityville regional medical center.

“It was a symphony of bazaar smells,” Junior Stew Pid says. “The teeth were huge and reeked of PB and J, and blood. I would give \$7 to never smell peanuts again”.

INDIVIDUAL PRACTICE

Three cafeteria workers are **dead** and four students injured after a hippo **went** on a rampage inside Cityville **High School**.

Principal Dr. John Stout let the 4-year-old **hippo** in the back door of the **School** as part of the safari-**themed** spirit day. From there, it **broke** into the cafeteria, eating all the food and trampling the lunch ladies, who were trying **their** best to make sandwiches.

“It all happened in the course of, like, 15 minutes,” **cafeteria worker** Jackie Smith **said** . “We had about seven **sandwiches** made when it busted through the wall. It made a noise that sounded an awful lot like the **Kool-Aid Man** yelling, ‘Oh yeah!’”

The hippo continued the carnage after crashing into another **classroom**, breaking the kneecaps of four students. EMS transported the students to Cityville **Regional Medical Center**.

“It was a symphony of **bizarre** smells,” **junior** Stew Pid **said**. “The teeth were huge and reeked of PB and J, and blood. I would give \$7 to never smell peanuts again.”

Abbreviations

AP Style

TODAY

We will learn **how and
when to use
abbreviations.**

I will **copy edit publication
copy for proper
abbreviations.**

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

Their teacher graduated early from the University of Missouri in Columbia, Mo. on Tues., Mar. 30, 1984 with an intelligence quotient of 167.

ON YOUR OWN

Corrected sentence.

*Their teacher graduated
early from the University
of Missouri in Columbia,
**Missouri on Tuesday,
March 30, 1984 with an
IQ of 167.***

YOU SHOULD HAVE LEARNED

- 1. Acronyms usually come after spelling out on first reference but not always.*
- 2. Four political titles are abbreviated before a name; avoid courtesy titles except Dr., look up military and police titles when before names.*
- 3. Only three street types are abbreviated only with a numbered address; use No. 1 with ranks.*
- 4. Avoid filling a sentence with acronyms, especially ones that aren't well known to avoid a confusing alphabet soup.*

Numbers

AP Style

TODAY

We will learn **when to spell out numbers and when to use numerals.**

I will copy edit work using my knowledge of numbers in the AP Stylebook.

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

Sally had nine cats and fourteen dogs. 10 of the dogs escaped at 4 a.m., which allowed eight percent of the other animals to flee. She is offering a 5\$ reward.

ON YOUR OWN

Corrected sentence.

*Sally had nine cats and **14** dogs. **Ten** of the dogs escaped at 4 a.m., which allowed **8%** of the other animals to flee. She is offering a **\$5** reward.*

YOU SHOULD HAVE LEARNED

RULES OF THUMB

- 1. Spell out numbers 0-9.*
- 2. Use numerals for 10 and above.*
- 3. Exceptions to No. 1: addresses, ages, money, measurements, millions & billions, temperature, percentages, fractions larger than one, and years starting a sentence.*
- 4. Exceptions to No. 2: numbers starting a sentence, amounts less than one, casual mentions.*

INDIVIDUAL PRACTICE

Identify the number wrong in each sentence & how it should be corrected:

- 1. People blink twenty times a minute on average — about 10 million times per year.*
- 2. Humans are, on average, one centimeter taller in the morning before going to bed about 16 hours later.*
- 3. The body has more than two million sweat pores and 300 million alveoli in the lungs.*
- 4. The human brain weighs about three pounds — one-fiftieth the average person's weight — but consumes about 20% of the energy used.*
- 5. 45 minutes is all it takes for the kidneys to filter out the blood supply, which also creates about 6 cups of urine every day.*
- 6. The human body has 206 bones — $\frac{1}{4}$ of which are located in the feet.*

INDIVIDUAL PRACTICE

Identify the number wrong in each sentence & how it should be corrected:

- 1. People blink **20** times a minute on average — about 10 million times per year.*
- 2. Humans are, on average, **1** centimeter taller in the morning before going to bed about 16 hours later.*
- 3. The body has more than **2** million sweat pores and 300 million alveoli in the lungs.*
- 4. The human brain weighs about **3** pounds — one-fiftieth the average person's weight — but consumes about 20% of the energy used.*
- 5. **Forty-five** minutes is all it takes for the kidneys to filter out the blood supply, which also creates about 6 cups of urine every day.*
- 6. The human body has 206 bones — **one-fourth** of which are located in the feet.*

Word Usage

AP Style

TODAY

We will learn many important **rules for word usage including tense, active voice, subject-verb agreement, perspective, and boring words.**

I will copy edit work using **my knowledge of word usage** *and the AP Stylebook.*

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

It is 1980 the last time
John have a Dr Pepper.
The soda was drank by
him as his very last
carbonated drink ever.

ON YOUR OWN

Corrected sentence.

*It **was** 1980 the last time
John **had** a Dr Pepper. He
drank the soda as his
~~very~~ last carbonated
drink ever.*

Example Word Usage Answers

Corrected.

History teacher Matty Smith just bought a plane ticket. He said he plans to go to Holland with other teachers on a federal-grant-sponsored trip over his summer break. The movie “Weekend in Holland” popularized the area.

“I’ve always wanted to visit that area,” Smith said. “The pictures are so beautiful and so is the culture. Everyone should have the chance to experience other cultures in their youth.”

YOU SHOULD HAVE LEARNED

- 1. Make sure the verbs match when the action happened — past, present or future.*
- 2. Use active voice — subject does verb to object — rather than passive voice to be concise and clear unless object is much more important than subject.*
- 3. Make sure the number of subjects matches the verb format. It describes singular, nonpeople; they describes plurals; who/whom describe people; that/which describe nonpeople.*
- 4. Use third-person pronouns always.*
- 5. Avoid using: very, that, a lot, things, and some.*

INDIVIDUAL PRACTICE

Rewrite each sentence/paragraph to improve upon the TWO errors included

1. Mary, which is 15 years old, is running for sophomore class president. Students voted next week.
2. The senior class will hold their election the following week. Ask your teacher for an application to run for office.
3. Votes will be collected by teachers during second period. After teachers collects the ballots, the principal will announce the winner.
4. Candidates are currently campaigning in a lot of classrooms across campus. Flyers, posters and even yard signs are being put on display by those students to earn votes.

INDIVIDUAL PRACTICE KEY

Corrected sentences

1. Mary, **who** is 15 years old, is running for sophomore class president. Students voted **it** next week.
2. The senior class will hold **its** election the following week. Ask **a** teacher for an application to run for office.
3. **Teachers will collect votes** during second period. After teachers collect **s** the ballots, the principal will announce the winner.
4. Candidates are currently campaigning in ~~a lot of~~ classrooms across campus. **Students are putting up** flyers, posters and even yard signs ~~are being put on display by those students to earn votes.~~

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

The school board will hold their very first meeting in a year next week. The meeting will be attended by our Principal Annie Red.

ON YOUR OWN

Corrected sentence.

*The school board will hold
its ~~very~~ first meeting in a
year next week. ~~The
meeting will be attended
by our~~ Principal Annie
Red **will attend.***

INDIVIDUAL PRACTICE

Rewrite each sentence/paragraph to improve upon the TWO errors included

1. The tennis player lose their last match against a rival yesterday because of something major.
2. If you are planning to get a ticket to prom, Class President Sally O'Malley said that you should do so this week.
3. The tree was being sat next to by the boy when a group of cows moo at him.
4. Student Council members voted to change its constitution to provide us with more input.

INDIVIDUAL PRACTICE KEY

Corrected sentences

1. *The tennis player **lost** their last match against a rival yesterday because of something major. (Be more clear.)*
2. *If **students** are planning to get a ticket to prom, Class President Sally O'Malley said **they** should do so this week.*
3. ***The boy sat by the tree** when a group of cows mooed at him.*
4. *Student Council members voted to change **their** constitution to provide **students** with more input.*

Punctuation

AP Style

TODAY

We will learn **when and where to put the most important punctuation** *including apostrophes, periods, commas, quotation marks, semicolon, colon, hyphens, en dashes, em dashes, ellipses, and parentheses.*

I will **copy edit publication copy using my knowledge of punctuation** *and other AP style.*

ON YOUR OWN

Edit the sentence on the right to correct it. There are four errors.

The soccer team was down 1-1 before a last minute goal forced overtime play. The game lasted until 9 pm which was the latest the team played all year.

ON YOUR OWN

Corrected sentence.

The soccer team was down 1–1 before a last-minute goal forced overtime play. The game lasted until 9 p.m., which was the latest the team played all year.

YOU SHOULD HAVE LEARNED

Apostrophes ‘ *show possession (Sally’s dog), contractions (can’t) and omissions (‘50s).*

Periods . *end all sentences and abbreviations.*

Commas , *separate lists, which (not that), appositive phrases, and offset clauses.*

“Quotation marks” *go around direct quotes and composition titles, but not names of publications, religious works or references.*

Semicolons *join two complete sentences that sound like one; colons (:) introduce a list or idea.*

Hyphens (-) *separate fractions and compound modifiers before the noun they modify.*

En Dashes (—) *go between scores and votes.*

Em Dashes (—) *can be used in place of commas, parentheses and colons.*

Ellipses ... *show omissions inside a direct quote.*

Parentheses *clarify intent in a (direct) quote.*

Types of Sources

Interviewing

TODAY

We will learn the **types of sources journalists use.**

I will **develop a source plan for a story idea.**

ON YOUR OWN

Imagine this scenario and answer what you would do to collect information.

You heard a rumor that the school has gotten poor scores from federal evaluations on student test grades. The editor assigned you to the story.

ON YOUR OWN

Imagine this scenario and answer what you would do to collect information.

Interviews: School officials about test scores.

Data: Get public reports on test scores sent to the federal government.

Observations: What have you noticed about teacher behavior toward tests.

YOU SHOULD HAVE LEARNED

1. Documents & data can, and should, be used as sources when relevant to the story.
2. Direct observations can be a source of information.
3. Use witnesses, audience members, experts and authority to give opinions and analysis.
4. And trust, but verify, information from people who may have an axe to grind or something to gain from a story being published (or not).

Assignment: Go Observe!

1. Grab something to write with & write on.
2. Choose a classroom different from other students in this class.
3. Ask the teacher to observe the class, which you will do for 15 minutes before returning to class.
4. Document what you notice interesting about the location, teacher, student behavior, fashion, language & interactions between everyone.

Types of Questions

Interviewing

TODAY

We will learn about **open-
and closed-ended
questions, leading
questions, when to prefer
closed-ended questions,
and challenging questions.**

I will **write questions for
a story using the
different types.**

ON YOUR OWN

*Imagine this scenario
and answer what you
think would happen?*
**Why do you think
your prediction
would happen?**

You are investigating the rumor about bad test scores and get an interview with the principal. Your first question is: “Why is the school bad at getting students to learn information for a test?”

ON YOUR OWN

Imagine this scenario and answer what you would do to collect information.

The question will put the **principal on the defensive** because it **assumes the school is the reason** for low test scores. It may be true, but there could be another reason you don't know.

YOU SHOULD HAVE LEARNED

1. Closed-ended questions have limited- or single-word answers — good for collecting factual information.
2. Open-ended questions require the source to provide longer answers — good for getting direct quotes.
3. Interviews should be a mix of both.
4. Avoid leading questions that assume something not already established.
5. Some challenging questions may force the interview to end such as getting an authority figure's response to an accusation, or interviewing someone's loved one soon after they died. They are necessary but go last.

Writing & Ordering Questions

Interviewing

TODAY

We will learn the proper order of questions, how to anticipate the source's ability to answer, the need to research before an interview and understand a story's needs.

I will write questions for an interview based off a fictional situation in the right order and to get basic facts, but done in a fair manner.

ON YOUR OWN

Imagine this scenario and answer: What is the issue with asking this source the question? What will they lack in their answer? What's a better version of the question for them?

You ask a junior who failed the English standardized test last year: “**Why do you think so many kids are failing the English test?**”

ON YOUR OWN

Imagine this scenario and answer: What is the issue with asking this source the question? What will they lack in their answer? What's a better version of the question for them?

The student **does not know the reason other students failed.** They **only know why they failed.** The reporter can ask them that, and the same of similarly situated students and identify a pattern from there.

YOU SHOULD HAVE LEARNED

1. **Ask questions in order of least to most challenging** to get information you need & build the source's confidence.
2. **Know what sources can and can't answer** out of fairness.
3. **Know what questions you must have answered.**
Research ahead of time to prevent looking ill prepared.
4. **Ask detailed questions if required; otherwise keep them as simple** to force sources to elaborate.

Preparing for the Interview

Interviewing

TODAY

We will learn the **ways to
prepare for an interview.**

I will **create a plan for an
upcoming interview.**

ON YOUR OWN

Imagine this scenario and answer: **What is problematic about this scenario? How could it impact the reporting process?**

You show up to the school board meeting where members will be talking about the federal test data. You are wearing a shirt with cuss words on it, ripped, dirty jeans, and muddy flip flops.

ON YOUR OWN

Imagine this scenario and answer: **What is problematic about this scenario? How could it impact the reporting process?**

The school board may not take you seriously. Members may ignore you or think you don't take them seriously because of what you are wearing.

YOU SHOULD HAVE LEARNED

1. **Interviews should not be last minute** (if possible).
2. **The interview's location determines how comfortable the source is**, which can be useful either way depending on the circumstance.
3. **Dress to match the event and bring backup equipment.**
4. **Conduct preinterviews when needed** to get a deeper understanding before conducting a formal interview later.

Conducting the Interview

Interviewing

TODAY

We will learn tips on **how to**
conduct an interview *like*
follow-up questions, *being*
confident through body
language and
professionalism, *and* **proper**
ways to end *an interview*

I will **prepare, schedule**
and conduct an interview
for a publication Q&A.

ON YOUR OWN

Imagine this scenario and answer: What could go wrong in this situation? What could you do as a compromise without hurting the interview?

The superintendent agrees to answer your questions about federal testing data. However, he only wants to do the interview if he can see the questions ahead of time.

ON YOUR OWN

Imagine this scenario and answer: What could go wrong in this situation? What could you do as a compromise without hurting the interview?

The superintendent **could create prepared statement** instead of naturally answering a question. You could send him **topics & data he may need to know** to be **better informed** during the interview, especially because **most people don't remember hard, complex data** off the top of their head.

Ask Them!

What has been your best
memory of school so far
this year?

Ask Them!

What is one thing you
would change about the
school if you could?

Ask Them!

**What do you think is most
underrated about this
school?**

Ask Them!

What student do you
think has the most
school spirit?

Ask Them!

If you could retake any
class, which would it be?

Ask Them!

What kind of person do you
hope to be remembered as in
50 years?

YOU SHOULD HAVE LEARNED

1. Don't talk about the topic with the subject at the interview before it starts. Don't email questions ahead of time
2. Act confident through body language. No dead fish.
3. Be professional.
4. Don't stick to a list of questions; ask follow-ups to go deeper and find better stories
5. End the interview thanking them for their time and collect contact information for following up later if needed.

Ask Them!

If you could have dinner
with anyone dead or alive,
who would that be?

Choosing Good Stories

News Writing

TODAY

*We will learn how to **choose stories for publication that will interest and matter to readers, and know the difference between a story topic and a story idea.***

*I will **create a complete story idea** that could be used for our school publication.*

ON YOUR OWN

Read the following lede to a news story. Would you be interested or not?

Two students got into a fight yesterday in the cafeteria. They agreed to peer mediation and got lunch detention.

WHAT MADE THIS CHALLENGING?

People can't read minds. Here's what should have happened...

Editor: I need someone to write a story on volleyball.

You: I can do it. What about it?

Editor: There is a girl on the team who just got named to the all-state team and the MVP of the whole state tournament.

Otherwise, the reporter may come up with a different, and probably worse story idea. Then, everyone gets frustrated.

THE REAL LEDE

Mr. Simms riffled through the ledes we wrote and tossed them in the garbage.

He said, “The lead to the story is ‘There will be no school Thursday.’”

ON YOUR OWN

Read the following & write what you would write as the reporter

Editor: I need someone to write a story.

You: I can do it. What do you need?

Editor: I need you to go do a story on volleyball.

(The editor then leaves the room. You can't ask any questions.)

WHAT MADE THIS CHALLENGING?

People can't read minds. Here's what should have happened...

Editor: I need someone to write a story on volleyball.

You: I can do it. What about it?

Editor: There is a girl on the team who just got named to the all-state team and the MVP of the whole state tournament.

Otherwise, the reporter may come up with a different, and probably worse story idea. Then, everyone gets frustrated.

ON YOUR OWN

Read the following lede to a news story. What makes it interesting and of news value?

Two principals got into a fight yesterday in the cafeteria.

ON YOUR OWN

Read the following lede to a news story. What makes it interesting and of news value?

They are public officials and adults fighting on school grounds, which is more newsworthy than a student fight.

WHAT YOU SHOULD HAVE LEARNED

1. *All stories should have strong news values. **TIPCUP: timeliness, impact, proximity, conflict, uniqueness, and prominence.***
2. ***Story ideas can come from beats, assignments, planned & unplanned events and observations. Enterprise stories are those a reporter finds on their own.***
3. ***Topics are broad categories that many stories could be about. Story ideas are specific angles to stories.***
4. ***Write story ideas as a broad question the reporter will answer in a way that matters to local readers.***

The Inverted Pyramid

News Writing

TODAY

*We will understand the **inverted pyramid style of news writing.***

*I will **critique and edit a story** based off my knowledge of AP Style and the inverted pyramid.*

ON YOUR OWN

Read the following top section of a news story.

What is the problem?

Last year, a hurricane hit the Gulf Coast and caused a lot of damage. Many houses, animals and people fell to the high winds. The federal government has been spending money to fix the damage since then.

Hurricane Bianca will directly strike Cityville tomorrow after making a sudden, surprising turn to the east, officials say.

ON YOUR OWN

Read the following top section of a news story.

What is the problem?

If the hurricane turning and striking the city is a surprise, **we don't have time for a history lesson. People need to know NOW** to do what they can to prepare for the hurricane.

STORY SKELETON EXAMPLE

Lede with upcoming meeting on new road by school

Quote from mayor about why they are doing it

Transition with cost & timeline

Quote from principal about the plan

Transition about history of road causing accidents

Quote from students for and against (?) new road

WHAT YOU SHOULD HAVE LEARNED

1. *Inverted pyramid stories* **start with the most important information** *and go to the least important; used when people need to know NOW.*
2. *The story should* **start with the news peg** *(what's important).* **Otherwise, you bury the lede.**
3. **The next paragraphs answer the next logical question.**
4. **Stories should be as long as they need to be** *to get important information across, but not so long as to make someone not want to read.*

Lede Writing

News Writing

TODAY

We will demonstrate what the function of a lede is *and the* proper ways to write *one*.

I will write ledes to hard news stories.

ON YOUR OWN

Read the following information. What do you see wrong with the lede? What will readers care about?

Organizers are giving ticketholders a refund tomorrow only for an event that had to be canceled in town today.

ON YOUR OWN

Read the following information. What do you see wrong with the lede? What will readers care about?

What event?

Why did it get canceled?

Is it the event I planned to go to today?

How do I collect the refund?

The lede doesn't have to answer every question, but this one frustrates readers.

WHAT YOU SHOULD HAVE LEARNED

1. *Hard-news* ledes should be about 30 words or less
2. *Ledes should* include all, or the most relevant, 5Ws & H
3. **Start with the most important 5Ws & H**
4. **Be specific but without being too detailed**

Writing Nut Grafts

News Writing

TODAY

*We will understand **when and how to write a nut graf** to expand upon a lede.*

*I will **write a lede and nut graf** using my understanding of the basic concepts.*

ON YOUR OWN

Read the following information. What will be the next question the average reader would probably ask?

Rock the City organizers are giving ticket holders a refund online tomorrow after this afternoon's performance had to be unexpectedly canceled earlier today.

ON YOUR OWN

Read the following information. What will be the next question the average reader would probably ask?

Probably: Why was the performance canceled unexpectedly?

The lede included all the 5Ws & H, but (assuming another story hadn't been written) didn't let people who planned to go know why it was unexpectedly canceled. It also doesn't mention what website ticket holders get a refund from.

WHAT YOU SHOULD HAVE LEARNED

1. *Nut grafs should be **used** when a lede does not adequately **inform** readers of vital information, or when the lede would be **confusing** without more information.*
2. ***Nut grafs add detail** to one or more parts of the lede.*
3. *Nut grafs can also be historical background that might clue in new readers **as to why a story is newsworthy** locally.*
4. *Nut grafs are found in most journalistic stories and are **structured similarly** to a lede in non-inverted-pyramid stories.*

Writing Transitions

News Writing

TODAY

We will understand **what a transitional phrase is** *and the options for how to write them.*

I will **write four different types of transitional phrases** *based off a set of reporter notes.*

ON YOUR OWN

Read the following information. What was confusing about each transition between quotes?

“I was upset they canceled Rock the City because of the fire,” barber Bob Furrables said. “This is my favorite event all year.”

“The concert has all my favorite people and I’m bummed I won’t get to see them until next year; it’s not fair,” ticket holder Ian Thoosiest said.

The concert usually sees 100,000 attendees, cheering on their favorite bands as a fundraiser. This news was heartbreaking for those considering going their first time.

“The city is just embezzling all that money,” longtime attendee Gray Beard said. “I’ve seen it myself.”

ON YOUR OWN

Read the following information. What was confusing about each transition between quotes?

*The first quote switch was likely confusing because **you thought it was the same person talking** until you saw the attribution because **it lacked a transition.***

*The second **transition did not connect to the quote.** It set you up to hear one thing, but you heard another.*

WHAT YOU SHOULD HAVE LEARNED

1. **Transitions should link to quotes or informational paragraphs that follow *without repeating the quote.***
2. ***Transitions* can be facts and information, paraphrased quotes, historical context, and/or filled with small details *that help paint a picture for a reader.***
3. ***Transitions* should not be paraphrased quotes that would have been better as a direct quote.**

Choosing Good Quotes & Information

News Writing

TODAY

We will learn types of quotes
to avoid *and* those to seek out.

I will use my knowledge of
quote and information
selection *to* analyze a
transcript *to* choose good
information *to* include in a
story, then write the story and
edit another person's work.

ON YOUR OWN

*Read the following
section of a news story.*

**What feels weird
about this?**

The concert was going to be a big moment for Otto Place, a gay, Latino man who is wheelchair bound.

“I am sad,” he said.

ON YOUR OWN

Read the following section of a news story.

What feels weird about this?

*There is **information** about the source that seems — based on the information — really **irrelevant and distracting**.*

*The **quote** is also super boring. The quote may have put the information in context, but only gives readers a summary of their emotion with no real storytelling.*

WHAT YOU SHOULD HAVE LEARNED

1. Good quotes are **emotional, opinionated or provide eyewitness testimony** — all of which in a way that would **lose its flavor if it was paraphrased**.
2. **Boring quotes focus on facts or are a summary** of how the interviewee feels. These make the story dry.
3. **Avoid** choosing information or quotes that were **already said or irrelevant**.

Ending a Story

News Writing

TODAY

We will learn techniques for finding a stopping point for stories.

I will write different types of endings for the same story, as well as write and edit a story using all of the news writing tools.

ON YOUR OWN

Read the following top section of a news story.

What feels weird about this ending?

Ticket holders can log onto the event website and let organizers know how to process their refund from the cancelation.

“We hope all people who missed the concert to go online tomorrow for their refunds,” organizer Charles Encharge said. “I think they will be getting a 100% refund, but I will have to go back and check.”

ON YOUR OWN

Read the following top section of a news story.

What feels weird about this ending?

The story doesn't feel complete. The reader is left with this feeling of indecision and expects something else to come next.

It's the same as if you started a sentence in a conversation and just

WHAT YOU SHOULD HAVE LEARNED

1. *Stories should end feeling complete. Readers shouldn't be looking for the rest of the article.*
2. *Stories can end on quotes that have a forward look or sometimes those that circle back to the past.*
3. *Stories can end by providing contact information or other types of reader help to provide more information.*
4. *Stories should not end by cheerleading or summarizing.*

Choosing a Topic & Ethics

Opinion Writing

TODAY

We will learn ways to think about choosing a topic for an opinion article and ethical responsibilities that come with opinion writing.

I will choose a topic based on these criteria and consider the ethical questions for my topic.

ON YOUR OWN

*Read this critique of the football team: **What feels unfair about the argument?***

The football team simply needs to move faster if it wants to ever have a shot of moving past district. NFL players have an average 40-yard dash of 4.5 seconds; ours barely hit 5 in the team's first year.

ON YOUR OWN

*Read this critique of the football team: **What feels unfair about the argument?***

Comparing a high school team to the NFL for any reason is making an unfair comparison.

In addition, if the football team is in its first year, criticizing any long-term strategy is unfair as the team is still figuring itself out.

In sum, the expectations are all too high.

WHAT'RE YOUR THOUGHTS?

*Should the government restrict what
is served in cafeteria lines?*

YOU SHOULD HAVE LEARNED

1. Choose *topics* you *have a fresh, local angle* for — particularly about practices and policies you feel should change
2. Choose *topics you are passionate and knowledgeable about.*
3. You have a duty to *research, and be accurate and clear.*
4. You must be *fair in your criticism* and *understand expectations* your target should really be meeting. Otherwise you are just a bully.
5. You *should not cherry pick arguments*; face the real arguments against your stance and the realities of your position.

WHAT'RE YOUR THOUGHTS?

What quality should be expected from the choir program?

What criticism would be fair?

Writing Strong Arguments

Opinion Writing

TODAY

We will learn the proper parts of a strong argument.

I will create strong arguments using a topic I previously chose.

ON YOUR OWN

Read this argument:

**Why does it feel weak
or even ridiculous?**

The campus should buy every student an iPad Pro. This would only be fair.

ON YOUR OWN

Read this argument:

Why does it feel weak or even ridiculous?

Why would it be fair the school buy all students an iPad Pro?

The reporter fails to mention the district requires all students in the Academy of Art to have an iPad Pro and most students cannot afford one, meaning only wealthier students can access all their lessons. **There was no proof to back up their reason.**

THOUGHTS?

This is a good school to attend.

THOUGHTS?

Parents of children who die from obesity complications should be charged with a crime.

YOU SHOULD HAVE LEARNED

1. **All arguments need a claim, warrant and impact.**
2. **Claims** *are the main idea the argument is trying to get across.*
3. **Warrants** *are the logical or evidence-based reasons the claim is true.*
4. **Impacts** *are why the reader should care if the claim is true.*
5. **Without just one, the argument becomes incredibly weak.**

Background, Stance & Body

Opinion Writing

TODAY

*We will learn a **basic structure of opinion writing.***

*I will **create a draft structure** using the topic I researched and prepared previously.*

ON YOUR OWN

Read this beginning to an opinion article:

What is confusing about this from your perspective? Also, what is the author's opinion?

The school brought the turtles in as a joke. Some people thought it was funny. Others did not.

The turtles escaped last night.

ON YOUR OWN

*Read this beginning to
an opinion article:*

**What is confusing
about this from your
perspective? Also,
what is the author's
opinion?**

What turtles? How did they
escape? I'm lost if I'm not
already in on this story.

I have no idea what the
opinion of the author is based
on the first two paragraphs.

YOU SHOULD HAVE LEARNED

1. *Start with a **background** sentence explaining enough of the situation **to give readers context.***
2. *Have a **clear and direct stance** after the background paragraph.*
3. *Start the **body** of the article **after the stance** to educate and persuade the reader using complete arguments.*

Refuting the Opposition

Opinion Writing

TODAY

*We will learn **how and why to refute people** who have the opposite stance.*

*I will **write a paragraph refuting people who disagree** with my stance.*

ON YOUR OWN

Read the arguments from an editorial written as a list: Why would people on the opposite side not likely be persuaded by these arguments?

Homework is dumb.

- Students are busy and don't have time for homework after school.
- Homework distracts from extracurricular activities and makes those groups suffer.
- Students don't like homework.

ON YOUR OWN

Read the arguments from an editorial written as a list: Why would people on the opposite side not likely be persuaded by these arguments?

*There is **no clash between teachers' reasons for assigning homework and their reasons for banning it.***

The author should have addressed, somewhere in the article, the idea that homework is not an efficient way to practice work or that students could practice their work incorrectly, which would reverse the learning process.

THOUGHTS?

Cheerleading is not a sport.

THOUGHTS?

Pie is better than cake.

THOUGHTS?

Those that can't do, teach.

THOUGHTS?

Water is wet.

THOUGHTS?

There are more doors than wheels.

THOUGHTS?

Math was discovered, not invented.

THOUGHTS?

Universal human rights can exist.

THOUGHTS?

Facts cannot ever be opinion.

THOUGHTS?

Religion is not relevant to government.

THOUGHTS?

Unbiased journalism is a fool's errand.

YOU SHOULD HAVE LEARNED

1. **Refutation undermines reasons people disagree *with you*, making them easier to persuade.**
2. **Understand the other side's genuine reasons *for their position*.**
3. **Refute the big ideas, especially those relevant *to your position*.**
4. **Give the other side a legitimate explanation *so the opposition feels like the you fully understands their reasons, which makes them more likely to read and become persuaded*.**

Calling to Action

Opinion Writing

TODAY

We will understand **types of calls to action and why they matter.**

I will **write the three different types of calls to action** *while being specific and intentional.*

ON YOUR OWN

Read the differences between these two endings of an opinion article: **Which is more likely to persuade administrators to do something about it?**

1. Students just don't like homework and it is a distraction from the real reasons they're at school.
2. The school should meet students in the middle and limit how often and the amount of homework assigned.

ON YOUR OWN

Read the differences between these two endings of an opinion article: Which is more likely to persuade administrators to do something about it?

The second ending is better. The school *may not agree* with the writer, but they know exactly what the writer thinks should happen after hearing why.

The first article just summarizes what was already said, and has no real answer for what would fix the writer's problem. In other words, they're just whining.

YOU SHOULD HAVE LEARNED

1. **Prefer a solution-based call to action** *where the you tell someone to do something that would fix the problem.*
2. *Calls to action* **could ask readers to do something.**
3. *Calls to action* **could target authority figures** *who have power.*
4. *Calls to action* **must be specific and intentional** *to address the problem at hand.*

Photo Composition Basics

Photojournalism

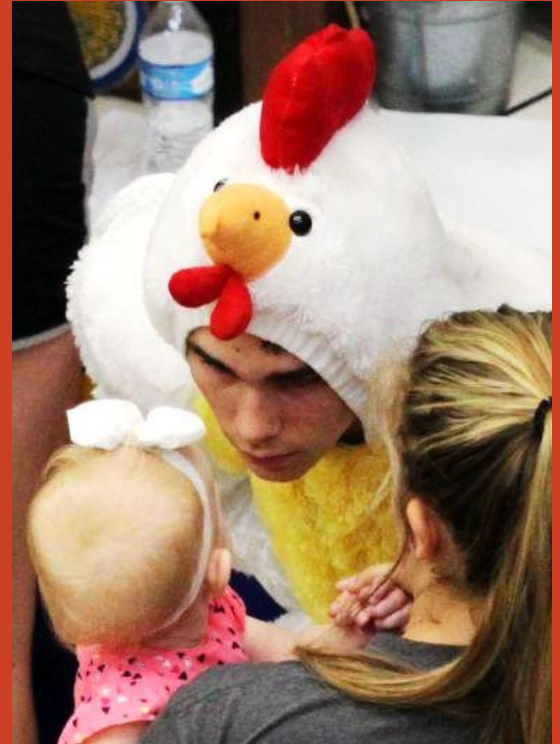
TODAY

*We will understand the
basic principles of
photojournalism and
photo composition.*

*I will take photos using all
of these basic principles at
the same time.*

ON YOUR OWN

Look at the two photos on the right: Which one is better? Why?



ON YOUR OWN

The photo on the right removes distractions for the reader and directs the eye to focus on the main center of action using photo composition basics.



YOU SHOULD HAVE LEARNED

1. **Rule of thirds** *places subjects on intersections of the invisible lines dividing a photo into thirds vertically and horizontally.*
2. **Headroom** *leaves some space above the top of the subject.*
3. **Lead room** *leaves space in the direction the subject faces.*
4. **Include faces and emotion** *wherever possible to add feeling.*
5. **Try to get lower or up higher** *whenever possible to give readers a new angle on an otherwise normal view they get at eye level.*

Breaking the Basics

Photojournalism

TODAY

We will **understand other techniques that**
photojournalists can use
that may break the basic rules and be OK.

I will **take photos using each of these techniques.**

ON YOUR OWN

Look at the two photos on the right: Which one is better? Why? Which one follows the basic rules better? Does it have the same impact as the other.



ON YOUR OWN

The photo on the left has a main subject dead in the center. However, its symmetry (and the third girl) is what gives this photo its power. Without it, the repetition is not there and loses power.

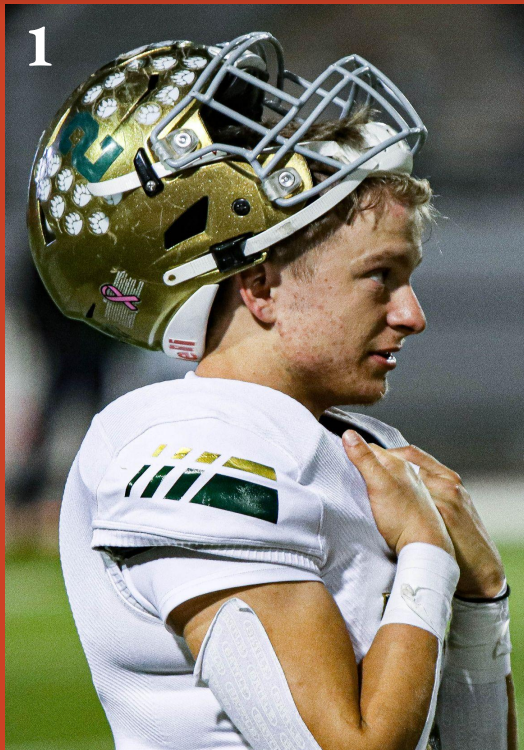


YOU SHOULD HAVE LEARNED

1. **Pattern and symmetry** *provide* **structure and order.**
2. **Contrast** directs the eye *to the subjects that* **stick out.**
3. **Filling the frame** **removes distractions.**
4. **Framing** *surrounds the subject and* **creates focus by making a picture within a picture.**

WHICH PHOTO IS WHICH TECHNIQUE?

1



2



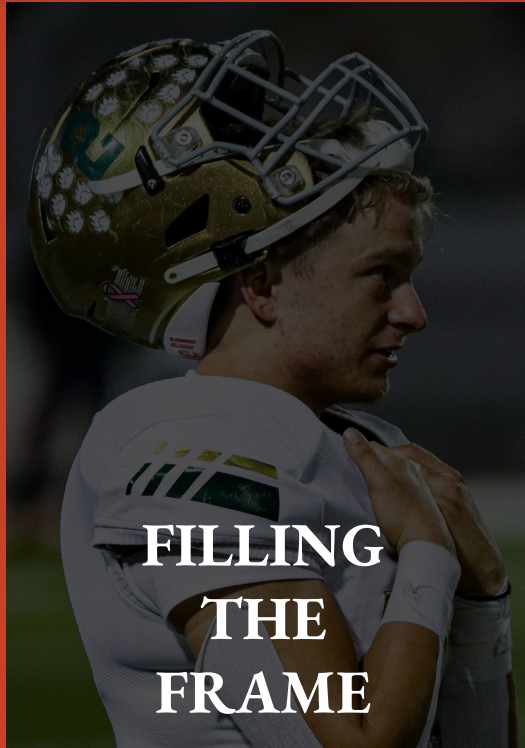
3



4



WHICH PHOTO IS WHICH TECHNIQUE?



Exposure Triangle

Photojournalism

TODAY

*We will learn the basics of the **exposure triangle** including the **ISO**, shutter speed and aperture.*

*I will think through scenarios and **make suggestions** based on the functions of each setting.*

ON YOUR OWN

Look at the photo to the right: What is wrong with this if this is how it looked straight out of camera? How do you solve it?



ON YOUR OWN

It is too dark. The photographer needs to fix their settings to make it well exposed as it is now.



YOU SHOULD HAVE LEARNED

1. *The **exposure triangle** is a balance of ISO, shutter speed & aperture with the goal of being well exposed.*
2. **Underexposed** is too dark and **overexposed** is too bright.
3. ***Aperture** controls how much light comes in and **depth of field**.*
4. ***Shutter speed** sets how long light is let in and **motion blur**.*
5. ***ISO** controls how reactive the camera is and the level of **noise**.*

EXIT TICKET

A photographer texts you from the tennis match at noon. They said their photos are coming out too dark, but don't have any motion blur in the photos.

- What is your first question to them?
- What is almost certainly the problem?
- What is the other likely problem?

EXIT TICKET

What is your first question to them?

What are your settings at?

What is almost certainly the problem?

The f-stop is probably set too high and needs lowered.

What is the other likely option?

The ISO is set too low.

Editing Photos

Photojournalism

TODAY

We will **learn the steps to edit a photo** *for publication.*

I will **edit a photo** *to be used for publication.*

ON YOUR OWN

Look at the photo on the right: Most people would say it has been overedited. What makes them correct?



ON YOUR OWN

*The photo on the right has **too much contrast**: The brights are too bright (blown highlights) and the dark areas lose important detail.*



WHAT'S WRONG?



WHAT'S WRONG?



WHAT'S WRONG?



WHAT'S WRONG?



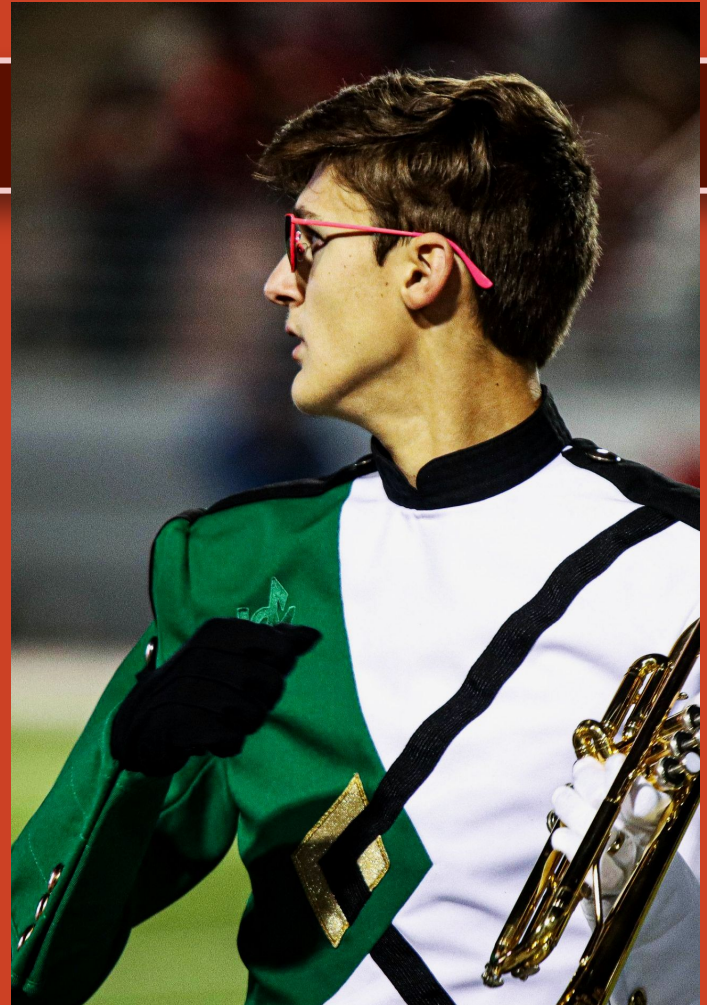
WHAT'S WRONG?



WHAT'S WRONG?



WHAT'S WRONG?



WHAT'S WRONG?



WHAT'S WRONG?



YOU SHOULD HAVE LEARNED

- 1. Crop from the face out.*
- 2. Avoid distracting mergers like cropping at joints.*
- 3. Color correct using Color Balance.*
- 4. Exposure correct using Levels.*
- 5. Edit color & exposure to the main subject's skin*

WHAT'S WRONG?



Writing Captions

Photojournalism

TODAY

We will learn the **parts of
a caption for a
publication.**

I will **write a mini-story
caption** *for publication
photos.*

ON YOUR OWN

Look at the photo on the right: What do you know about the story just from looking at the picture? What don't you know?



ON YOUR OWN

Without a caption, you only know some dude in a chicken costume is squaring up with a baby. You don't know he was in a chicken costume promoting FFA at freshman orientation, nor that the baby was his niece.



YOU SHOULD HAVE LEARNED

- 1. Lead-ins are mini headlines that function both as previews of the caption and as visual cues to draw the reader's eye.*
- 2. Action sentences are the 5Ws and H, written in present tense, active voice, and includes subjects up to those with six or more.*
- 3. Background sentences tell me something I don't know related to the action sentence, written in past tense and active voice.*
- 4. Commentary is a direct quote from someone in the photo.*
- 5. Photobys are the credit for the photographer; don't forget it!*

Principles of Design

Principles of Publication Design

TODAY

*We will learn the **four** principles of design.*

*I will **identify the four** principles in previously made designs *and create examples myself.**

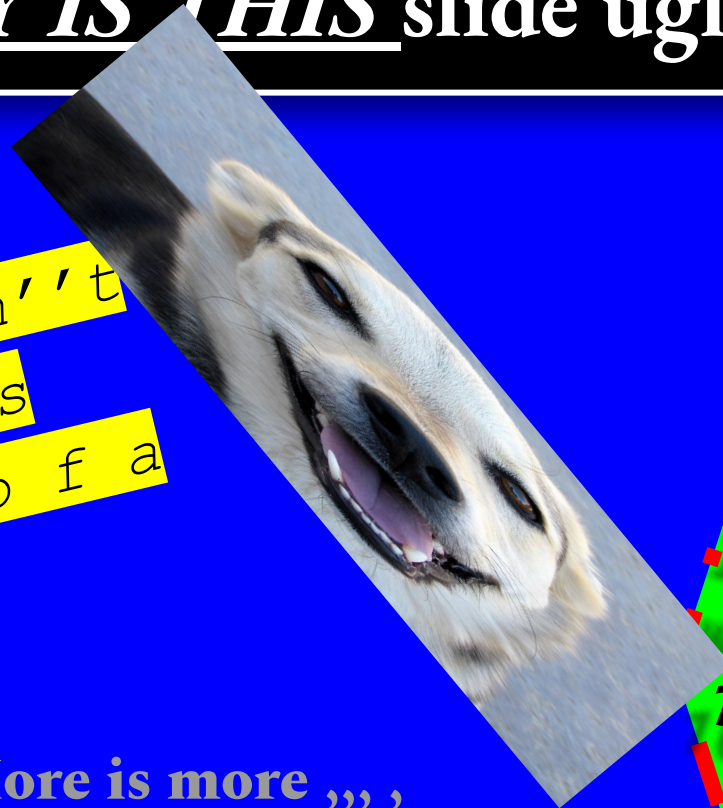
WOW

WHY IS THIS slide ugly ??????!!?!?!!???

You don't
like this
design o f a
slide

?

More is more ,,, ,
righ,t?



I LOVE COLOR!
IT POPS!!!!!!!!!!!!

I THOUGHT IT
WAS A PERFECT
10!!!!!!!!!!!!!!!!!!

WHY WAS THAT SLIDE UGLY?

More like, why wasn't it? It lacks any of the principles of design that makes a design feel visually appealing or at least bearable to look at.

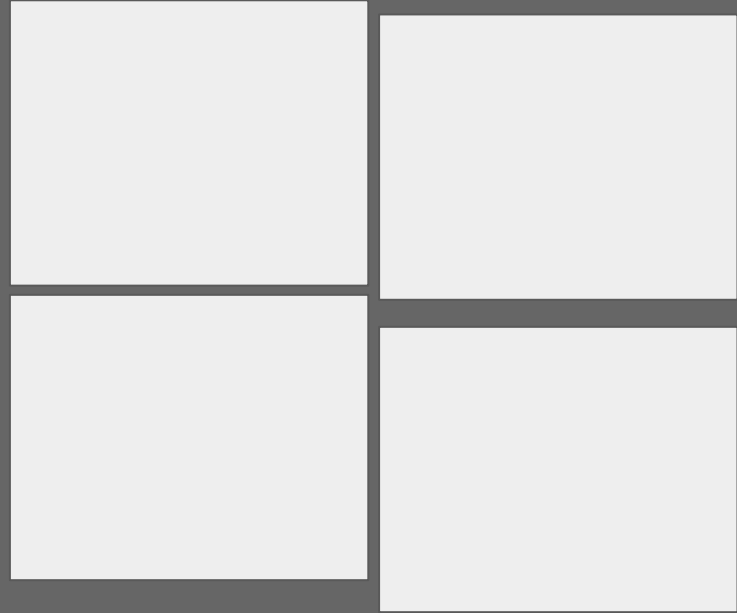
YOU SHOULD HAVE LEARNED

1. **Contrast** *is a significant difference between two visual elements.*
2. **Repetition** *is consistency of how layout elements are used.*
3. **Alignment** *is to have the edges or centers of two or more visual elements lined up.*
4. **Proximity** *describes how related two visual elements are through their physical distance apart.*

EXIT TICKET

Which of the principles of design is especially being displayed to the right?

Why not the others?



Font & Mood

Principles of Publication Design

TODAY

*We will learn the
functions of type, how
to combine fonts and
purposes of each type.*

*I will create an example of
a readable, contrasting
font combination that fits
a mood.*

ON YOUR OWN

*What does this font say?
Separately, does the
combination of fonts work
well together?*

Why or why not?

EXAMPLE
text

ON YOUR OWN

“Example text”

*It is readable with some effort
because they capitalize a whole
word in a script font.*

*The combination works
because there is lots of contrast
(if they fix the all caps issue).*

EXAMPLE
text

YOU SHOULD HAVE LEARNED

1. *There are* **four major font categories: serif, sans serif, novelty and script.**
2. **Font shape drives mood.**
3. *Text* **must be readable.**
4. *Combine two fonts by* **changing at least two elements significantly of the second font, plus** *the second font's size by a significant amount.*

Color Combinations & Modes

Principles of Publication Design

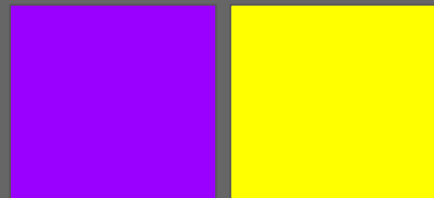
TODAY

We will understand the differences between color modes and ways to combine colors to convey certain moods and messages.

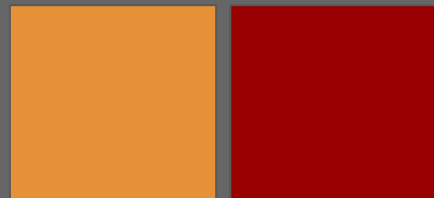
I will choose a hue and color scheme to fit the mood of a set of words.

ON YOUR OWN

What do each of the color combinations on the right remind you of?



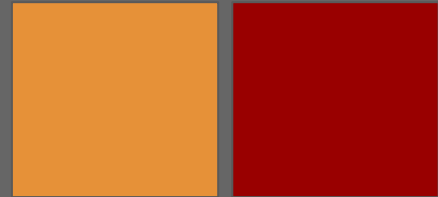
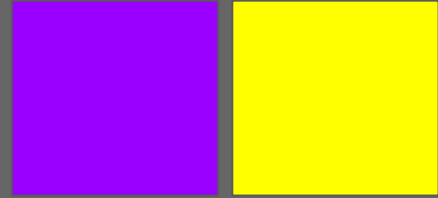
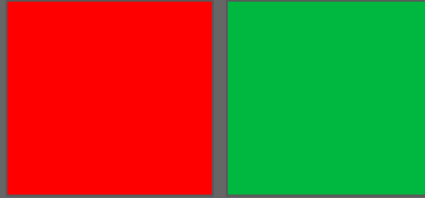
What kind of vibe/emotion do they give off? Why?



ON YOUR OWN

Colors gives each of us a feeling depending on our personal experiences: At right, you may be reminded of Christmas, sports teams, winter and fall.

Likely, the top two are more exciting compared to the calmer combinations at bottom.



YOU SHOULD HAVE LEARNED

1. *CMYK is the color mode for **printing**; RGB is for **digital** screens.*
2. ***Prefer Black to Registration** for all **text** in four-color printing.*
3. ***Monochromatic** and **analogous** color schemes provide **unity**.*
4. ***Complementary** and **triadic** color schemes provide **variety** and **contrast**.*

Basics of Yearbook Design

Principles of Publication Design

TODAY

*We will learn **basic**
elements of
yearbook design.*

*I will **draw a basic**
design using the rules for
yearbook layout.*

ON YOUR OWN

Choose any spread you do not like visually at all out of a previously published yearbook.

With your group, talk about why you don't like it.

YOU SHOULD HAVE LEARNED

- 1. Modular layout divides a page into modules for added, small coverage.*
- 2. Every page gets an eyeline — an unbroken empty space that stretches in a line from one page to the next to unify the two into a cohesive unit.*
- 3. Dominant photos are the biggest on the page and grow off of the eyeline.*
- 4. Other photos branch off of the dominant photo.*
- 5. Avoid trapped text and white space, which is surrounding on three sides by images or, for white space, text.*
- 6. Have a consistent, three-degrees-of-separation spacing rule for publication.*
- 7. Use rails to vertically separate and align sidebar modules.*
- 8. Keep faces and text out of the gutter — the book's fold.*

BASIC YEARBOOK LAYOUT

Must have:

- *An eyeline & dominant photo*
- *6 other photos, each with captions*
- *Every margin must be established*
- *No photos or text in the gutter but the dominant.*

Basics of Newspaper Design

Principles of Publication Design

TODAY

*We will learn **basic**
elements of
newspaper design.*

*I will **draw a basic**
design *using the rules for*
*newspaper layout.**

ON YOUR OWN

Choose any page you do not like visually at all out of a previously published newspaper.

With your group, talk about why you don't like it.

YOU SHOULD HAVE LEARNED

- 1. Lay out color-block rectangles first to set what packages go where and to avoid L, T and U shaped packages, then fill in the content one section at a time — filling each block edge to edge.*
- 2. Dollar-bill rule a dollar bill should be touching at least one visual element wherever it is placed.*
- 3. Plan for the most visually interesting content to be on color page.*
- 4. Eliminate orphans and widows at the top and bottom of columns.*
- 5. More important story packages should go at the top.*
- 6. More important stories get bigger visual elements.*

BASIC NEWSPAPER LAYOUT

Must have:

- *Four story packages*
- *6 total photos, each with captions*
- *Every margin must be established & each content block filled edge to edge*
- *No photos or text outside of the margins*
- *Headlines must touch the story they describe at least once*

ABCs of Ethics

Media Law & Ethics

TODAY

We will **understand core beliefs and behaviors of journalists.**

I will **apply the ethical duties of journalists to scenarios.**

ON YOUR OWN

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

You get an email from an alumnus from 10 years ago asking you to take down a story from the website about him being arrested for getting drunk at school and setting off an explosive device in the cafeteria.

He says he served time, grew out of his immaturity and became a lawyer, but the story is keeping him from getting a job.

ON YOUR OWN

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

There is no right answer. This is an ethical dilemma.

Journalists have a duty to report and document history, which they are doing here by being accurate. They also have a duty to do no harm and be fair, which is being violated here.

YOU SHOULD HAVE LEARNED

1. *Journalists have a duty to **be accurate & transparent**.*
2. *Journalists should **be balanced, unbiased and exhibit fairness**.*
3. *Journalists should **write with concision and understandability**.*
4. *Journalism **serves democracy** — *being a watchdog of public officials and get facts to voters so they can make **informed decisions**.**
5. *Journalists help its readers by **providing vital information and helping to make sense of the vast amount of information going on around them**.*

ON YOUR OWN

Write a version of this sentence that violates each of the three main ethical codes — accuracy, balance and concision.

Correct sentence:

The senator voted against the bill that would ban driving while under 18.

First Amendment & Limits

Media Law & Ethics

TODAY

We will learn about the
**First Amendment, its
history and its
protections and
limitations.**

I will analyze a situation and
**determine if a situation
would be in violation of
the First Amendment.**

ON YOUR OWN

Read this situation:

**Who is correct —
the police officer or
the student? Why
do you believe so?**

A student is walking in a public park carrying a sign that says, “All Cops Should Die”.

A police officer says the student needs to put the sign away because they are threatening police officers. The student says they are not threatening police, but making a political statement and has First Amendment rights to free speech. The cop arrests the student for threatening a public official.

ON YOUR OWN

Read this situation:

Who is correct — the police officer or the student? Why do you believe so?

The student is probably right. While many do not agree that cops deserve death, the student is simply holding a sign with a vague statement about what action would cause the deaths. A court would likely find their First Amendment rights were violated, especially because it was a political statement and at a public park.

YOU SHOULD HAVE LEARNED

1. *The First Amendment has **five protections: religion, peaceful assembly, petition, press, and speech.***
2. *It was included as a **response to British royalty preventing criticism.***
3. *First Amendment protection **extends only to government action, not** protection from private citizens and businesses who dislike your speech.*
4. *Speech **can be limited in its time, place and manner in limited ways; all Constitutional protections have limits.***

ON YOUR OWN

Read this situation:

Who is correct — the police officer or the student? Why do you believe so?

A group of students want to protest a recent policy passed by the city council creating a curfew for teenagers. The students form a silent protest in front of the mayor's office with signs saying, "MAYOR LEE DURR HATES TEENS." A police officer tells the students they can protest on the corner 50 feet away, but not in front of the mayor's office because "it isn't fair to him because he can't protest against them."

The group refuses and are escorted to jail.

Defamation & Right to Privacy

Media Law & Ethics

TODAY

We will understand the difference between libel and slander, the burden of proof for libel, and four rights to privacy journalists need to know.

I will analyze scenarios and determine if the journalist would lose or successfully defend themselves in a lawsuit.

ON YOUR OWN

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

You are shooting a football game for the yearbook and the star quarterback's leg is snapped by a surprise tackle. You get photos until an assistant principal gets in your way and tells you to stop because you are exposing private health information about the player.

ON YOUR OWN

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

You should tell the AP that a football game is a public space and that there is no right to privacy when it happens in a public event. In addition, the health privacy law (HIPPA) only applies to government and medical professionals, not the media when they obtain it legally.

However, the AP may still kick the photographer out of that game (even if it is illegal) or confiscate the camera (also illegal). It would be wise to comply if the AP refuses to move and get help from your adviser or SPLC later on.

YOU SHOULD HAVE LEARNED

1. **Libel is written; slander is spoken; both are lies.**
2. *Burden of proof is on the person suing to show it was: false, published, identified them, harmed them, and was the media's fault.*
3. **Minors can agree to be interviewed without parent permission if they give informed consent.**
4. **Right to privacy is not in the Constitution, but set by courts and other laws at federal and state levels.**
5. *Four common privacy violations: publication of embarrassing facts, false light, intrusion into seclusion, and misappropriation.*

EXIT TICKET

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

A reporter records an interview with permission from a senior. The senior tells the reporter about her morning routine for a yearbook spread including that they sleep naked. The reporter publishes it in the yearbook. The senior sues, claiming an invasion of privacy.

EXIT TICKET

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

The reporter would win. Any right to privacy violation is null and void if the person told the reporter on the record.

That doesn't mean the reporter **SHOULD** publish the information; just that they can if they needed to.

School Speech Limits

Media Law & Ethics

TODAY

*We will understand
limits on student free
speech & press rights,
and limits on schools.*

*I will analyze legal
situations to determine
who is in the right.*

ON YOUR OWN

What should you do in this situation? Are you breaking a law? What happens if you don't comply with the request?

You get an email from an alumnus from 10 years ago asking you to take down a story from the website about him being arrested for getting drunk at school and setting off an explosive device in the cafeteria.

He says he served time, grew out of his immaturity and became a lawyer, but the story is keeping him from getting a job.

YOU SHOULD HAVE LEARNED

1. **Tinker v. Des Moines** protects *all student free speech rights as long as it isn't materially or substantially disruptive.*
2. **Hazelwood v. Kuhlmeier** limits *non-public-forum student media.*
3. *Students* **cannot advocate illegal drug use or use lewd/vulgar language.**
4. **Viewpoint-based censorship is illegal** *for any government action.*
5. **Prior review is looking at & prior restraint is censoring** *a publication prior to its distribution.*
6. **The role of the adviser is split** *between an adviser and employee,*
7. *and the* **Student Press Law Center is a better legal resource.**