

Matching Text to Journalism Standards

High School Journalism: A Practical Guide

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Note: The following outline shows where the textbook *High School Journalism: A Practical Guide* by Jim Streisel aligns with the approved *Indiana High School Journalism Standards*. Obviously, different states may have different guidelines.

1) Section 1: Information Gathering

- i) Standard 3: Media Analysis – *Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet and in other media.*
- ii) Standard 4: Journalistic Writing Processes – **Students discuss ideas for writing with others.** *They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.*
- iii) Standard 5: Writing for Media – *Students write news stories, feature stories and columns, in-depth issue features, reviews, editorials or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for journalists. Students demonstrate an understanding of the research, organizational and drafting strategies in journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow specific style manual guidelines for consistency.*

(a) Preface – “Introduction: Storytelling for a sophisticated audience”

1. Standards

- i. 3.2 – Analyze and evaluate news stories, feature stories and columns, op-ed pages, commentaries and editorials in local, national, international newspapers and magazines as well as online news sources for accuracy, balance, fairness, proper attribution and truthfulness or credibility.
- ii. 3.3 – Analyze and evaluate the essential features of journalistic writing in a variety of news sources for the following: brevity and clarity; content, topics or themes appropriate for the audience; credible and multiple information sources; effective use of language; rhetorical strategies; and structural elements and organization.
- iii. 3.4 – Analyze and evaluate news stories and features found in student-generated publications and media by using criteria that includes the following: appropriateness; audience and purpose; information provided or story; quality of work or presentation; rhetorical strategies; and type of impact.
- iv. 3.5 – Compare and contrast coverage of the same news stories in a variety of newspapers or non-print media.
- v. 3.6 – Evaluate the credibility of sources in a variety of newspaper and non-print media stories.

(b) Chapter 1 – “Broccoli: What is news?”

1. *Standards*

- i. 3.1 – Analyze news stories and reports that focus on specific issues, people and events for the following qualities: importance or amount of space or time; proximity or nearness; timeliness or immediacy; prominence or names; conflict, consequence or impact; variety; human interest; or humor.
- ii. 3.2 – See **Preface** above
- iii. 3.3 – See **Preface** above
- iv. 3.4 – See **Preface** above
- v. 3.5 – See **Preface** above
- vi. 3.6 – See **Preface** above

(c) Chapter 2 – “Pepperoni Pizza: Where are the stories?”

1. *Standards*

- i. 4.1 – Discuss ideas for writing with classmates, teachers, other writers or community members.
- ii. 4.2 – Identify relevant issues and events of interest to readers through current news analysis, surveys, research reports, statistical data and interviews with readers.

(d) Chapter 3 – “Gold Coins: What is the role of observation?”

1. *Standards*

- i. 4.3 – Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes the following: researching background information; formulating questions that elicit valuable information; **observing and recording details during the interview**; effectively concluding the interview; double-checking information before writing the story; and keeping dated notes or interview records on file.
- ii. 4.4 – Follow ethical standards related to information gathering that include the appropriate citing of sources and the importance of avoiding plagiarism.
- iii. 5.1 – Write news stories that: use effective headlines and captions; use a variety of creative leads; contain adequate information from credible sources; narrate events accurately including their significance to the audience; include appropriate quotations and proper attribution; **describe specific incidents, and actions, with sufficient detail**; cite sources of information correctly; follow standard journalistic language and format conventions.
- iv. 5.2 – Write feature stories and columns that: use effective headlines and captions; use a variety of creative leads; contain adequate information from credible sources; narrate events accurately including their significance to the audience; include appropriate quotations and proper attribution; **describe specific incidents, and actions, with sufficient detail**; cite sources of information correctly; follow standard journalistic language and format conventions.

- v. 5.4 – Write reviews of art exhibits, musical concerts, theatrical events, books or films that: use effective headlines and captions; use a variety of creative leads and organize material to adequately inform or persuade readers; identify critical elements of the work being reviewed; compare the new work to previous work; **describe audience reaction**; use appropriate quotations and provide proper attribution; follow standard journalistic language and format conventions.

(e) Chapter 4 – “Interviews: Inquisition or conversation?”

1. *Standards*

- i. 4.3 – See **Chapter 3** above. (Specifically: “Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes the following: researching background information; formulating questions that elicit valuable information;...; effectively concluding the interview; double-checking information before writing the story; and keeping dated notes or interview records on file.”)
- ii. 4.4 – See **Chapter 3** above. (Specifically: “...appropriate citing of sources...”)
- iii. 5.1 – See **Chapter 3** above. (Specifically: “...contain adequate information from credible sources... include appropriate quotations and proper attribution... cite sources of information correctly...”)
- iv. 5.2 – See **Chapter 3** above. (Specifically: “...contain adequate information from credible sources... include appropriate quotations and proper attribution... cite sources of information correctly...”)
- v. 5.3 – Write in-depth issue features that: use effective headlines and captions; are adequately researched and use a variety of leads; explore the personal significance of an experience; **use appropriate quotations and provide proper attribution**; draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life; maintain a balance between individual events and more general or abstract ideas; **cite sources of information using the correct form for attribution**; follow standard journalistic language and format conventions.
- vi. 5.4 – See **Chapter 3** above. (Specifically: “...use appropriate quotations and provide proper attribution...”)
- vii. 5.5 – Write editorials, opinion pieces or commentaries that: use effective headlines and captions; are adequately researched and use a variety of leads; explore the personal significance of an experience; draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life; maintain a balance between individual events and more general or abstract ideas; **use appropriate quotations and provide proper attribution**; **cite sources of information using the correct form for attribution**; follow standard journalistic language and format conventions.

(f) Chapter 5 – “Research: Is data more than a four-letter word?”

1. *Standards*

- i. 4.2 – See **Chapter 2** above.
- ii. 4.3 – See **Chapter 3** above. (Specifically: “...researching background information...”)
- iii. 5.1 – See **Chapter 3** above. (Specifically: “...contain adequate information from credible sources... cite sources of information correctly...”)
- iv. 5.2 – See **Chapter 3** above. (Specifically: “...contain adequate information from credible sources... cite sources of information correctly...”)
- v. 5.3 – See **Chapter 4** above. (Specifically: “...contain adequate information from credible sources... cite sources of information correctly...”)
- vi. 5.4 – See **Chapter 3** above. (Specifically: “...contain adequate information from credible sources... cite sources of information correctly...”)
- vii. 5.5 – See **Chapter 4** above. (Specifically: “...are adequately researched...contain adequate information from credible sources... cite sources of information correctly...”)

2) Section 2: Writing

- i) Standard 4: Journalistic Writing Processes – *Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.*
- ii) Standard 5: Writing for Media – *Students write news stories, feature stories and columns, in-depth issue features, reviews, editorials or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for journalists. Students demonstrate an understanding of the research, organizational and drafting strategies in journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow specific style manual guidelines for consistency.*

(a) Chapter 6 – “The Fall of the Pyramid: The readable narrative style”

1. *Standards*

- i. 4.5 – Demonstrate knowledge of the structure of journalistic writing for a variety of print, broadcast and Internet media that includes the following: the inverted pyramid; narrative storytelling pattern; or combinations of the inverted pyramid and narrative storytelling pattern.
- ii. 4.6 – Select and use an appropriate journalistic style for writing to inform, entertain and transmit cultural context and climate that includes the following: short, focused sentences and paragraphs; varied word usage and descriptive vocabulary; active voice verbs; and specific word choice to avoid jargon and vague language.
- iii. 4.7 – Use language effectively to establish a specific tone.

- iv. 5.1 – See **Chapter 3** above. (Specifically “...use a variety of creative leads... narrate events accurately including their significance to the audience...follow standard journalistic language and format conventions...”)
- v. 5.2 – See **Chapter 3** above. (Specifically: “...use a variety of creative leads... narrate events accurately including their significance to the audience...follow standard journalistic language and format conventions...”)
- vi. 5.3 – See **Chapter 4** above. (Specifically: “...use a variety of leads...draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life; maintain a balance between individual events and more general or abstract ideas... follow standard journalistic language and format conventions...”)
- vii. 5.4 – See **Chapter 3** above. (Specifically: “...use a variety of creative leads and organize material to adequately inform or persuade readers... follow standard journalistic language and format conventions.”)
- viii. 5.5 – See **Chapter 4** above. (Specifically: “...use a variety of leads... follow standard journalistic language and format conventions.”)
- ix. 5.6 – Use varied and extended or technical and scientific vocabulary or language that is appropriate for journalistic style, different purposes and a variety of audiences.

(b) Chapter 7 – “Editing: It’s not just proofreading anymore”

1. Standards

- i. 4.5 – See **Chapter 6** above.
- ii. 4.6 – See **Chapter 6** above.
- iii. 4.7 – See **Chapter 6** above.
- iv. 4.8 – Evaluate and revise the content of copy for meaning, clarity and purpose.
- v. 4.9 – Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience and journalistic form.
- vi. 4.10 – Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copy editing symbols.
- vii. 5.1 – See **Chapter 3** above.
- viii. 5.2 – See **Chapter 3** above.
- ix. 5.3 – See **Chapter 4** above.
- x. 5.4 – See **Chapter 3** above.
- xi. 5.5 – See **Chapter 4** above.
- xii. 5.6 – See **Chapter 6** above.

(i) Chapter 8 – “Dissection: How the pieces of writing work together”

1. *Standards*

- i. All of **Standards 3, 4 and 5.** (See **Sections 1 and 2**)

3) Section 3: Alternative Coverage

- i) Standard 6: Technology and Design – *Students use principles, elements, tools and techniques of media design to analyze, navigate and create effective, aesthetically pleasing media formats.*

(a) Chapter 9 – “A Thousand Words: How to reach readers who don’t want to read”

1. *Standards*

- i. 6.1 – Analyze and use elements and principles of graphic design to develop visual presentations that reinforce and enhance written messages with special attention to typography and layout.
- ii. 6.2 – Follow basic rules of newspaper and online publication design related to layout.
- iii. 6.3 – Design and format features for a variety of publications or media using related terminology that includes the following: signature, dummies, ladder, font and graphics.
- iv. 6.4 – Use photography, art or graphic art to accompany copy, enhance readability and appeal to a variety of audiences.
- v. 6.5 – Create original graphics that accompany copy, enhance readability and appeal to a variety of audiences.
- vi. 6.6 – Analyze and use a variety of media formats that include the following: media convergence, Internet and evolving technologies, podcasts and blogs and satellite communications.

(b) Chapter 10 – Alternative Coverage 101: A practical guide to visual presentation

1. *Standards*

- i. 6.1 – See **Chapter 9** above.
- ii. 6.2 – See **Chapter 9** above.
- iii. 6.3 – See **Chapter 9** above.
- iv. 6.4 – See **Chapter 9** above.
- v. 6.5 – See **Chapter 9** above.
- vi. 6.6 – See **Chapter 9** above.

4) Section 4: Packaging

- i) Standard 6: Technology and Design – *Students use principles, elements, tools and techniques of media design to analyze, navigate and create effective, aesthetically pleasing media formats*

(a) Chapter 11 – “Design 101: Page creation”

1. Standards

- i. 6.1 – See **Chapter 9** above.
- ii. 6.2 – See **Chapter 9** above.
- iii. 6.3 – See **Chapter 9** above.
- iv. 6.4 – See **Chapter 9** above.
- v. 6.5 – See **Chapter 9** above.
- vi. 6.6 – See **Chapter 9** above.

(b) Chapter 12 – “The Total Package: Combining stories and visuals”

1. Standards

- i. 6.1 – See **Chapter 9** above.
- ii. 6.2 – See **Chapter 9** above.
- iii. 6.3 – See **Chapter 9** above.
- iv. 6.4 – See **Chapter 9** above.
- v. 6.5 – See **Chapter 9** above.
- vi. 6.6 – See **Chapter 9** above.

5) Section 5: Potpourri

- i) Standard 1: Historical Perspectives – *Students understand the function, history, development of a free and independent press in the United States.*
- ii) Standard 2: Law and Ethics – *Students understand and apply knowledge of legal and ethical principles related to the functioning of a free and independent press in the United States.*
- iii) Standard 3: Media Analysis – *Students analyze and evaluate the accuracy and effectiveness of news and information found in print, on the Internet and in other media.*
- iv) Standard 7: Media Leadership and Career Development – *Students understand the organization, economics and management of media staffs. They explore career paths and further educational opportunities in journalism.*

(a) Chapter 13 – “The Law: Legal rights of student journalists”

1. Standards

- i. 1.1 – Define the function of an independent press in a free society and explain how the media in the United States and other free societies differ from the public media in non-free societies and have done so from Colonial times.
- ii. 1.2 – Explain the role of the free press, such as the publication of the *Federalist Papers*, in the passage of the *Constitution of the United States of America* and in the eventual addition of the *Bill of Rights*.
- iii. 1.3 – Explain the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States.
- iv. 1.4 – Explain how having a free press contributed to the development of our republic and the preservation of democratic principles.
- v. 2.1 – Compare and contrast the rights, the responsibilities and the role played by a free, independent press in a democratic society to maintain accuracy, balance, fairness, objectivity and truthfulness.
- vi. 2.2 – Analyze how the First Amendment, the *Bill of Rights* and the *Indiana State Constitution* along with federal and state case law affect the rights and responsibilities of the press.
- vii. 2.3 – Describe the impact of key Supreme Court decisions affecting student expression and the student press that includes the following: *Tinker v. Des Moines Independent Community School District* (1969), *Bethel v. Fraser* (1986), *Hazelwood School District v. Kuhlmeier* (1988), *Morse v. Frederick* (2007) and other significant or recent decisions.
- viii. 2.4 – Apply the legal boundaries and concepts affecting journalism to scholastic journalism, including the following: censorship, copyright, libel and slander, obscenity and vulgar language, prior review, retraction and student expression.
- ix. 2.5 – Identify essential ethical principles supporting the integrity of journalists in their work or signaling misuse of ethics in their work, which include recognizing the following: confidentiality, fabrication, photo-manipulation, off-the-record remarks, plagiarism and anonymous sources.
- x. 2.6 – Analyze ethical guidelines or codes of ethics and explain how or why they are an integral part of standards from professional organizations such as ASNE, the Poynter Institute for Media Studies and the Society of Professional Journalists.
- xi. 2.7 – Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility of what is reported.
- xii. 2.8 – Compare and contrast ethical guidelines in the standards or mission statements followed by professional organizations with those from student organizations such as state scholastic press associations, the NSPA or JEA.
- xiii. 7.2 – Identify the rights and responsibilities guaranteed by state and federal governments for media staffs.

(b) Chapter 14 – “Everybody’s Got One: When and where to state your opinion”

1. Standards

- i. 3.2 – See **Preface** above.
- ii. 5.4 – See **Chapter 3** above.
- iii. 5.5 – See **Chapter 4** above.

(c) Chapter 15 – “Yadda, Yadda, Yadda: Staff planning, organization, the Web and beyond”

1. Standards

- i. 1.6 – Identify and describe significant trends in the development of journalism from the introduction of the Gutenberg press to today.
- ii. 1.7 – Explain how new technologies have affected the dissemination of information in the United States.
- iii. 1.8 – Explain how new technologies are affecting the events or dissemination of information in non-free societies, such as some countries in the Middle East, Africa or Asia.
- iv. 7.1 – Analyze and evaluate leadership models used by media staffs and organizations.
- v. 7.2 – See **Chapter 13** above.