

first steps in

**JOUR
NALISM**

How to Run a
School Newspaper

Edited by: **Zack Baddorf** and **Anca Sandu**

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All my gratitude,
Zack Baddorf

ABOUT THE CONTRIBUTORS

Translation by Dorin Nicolae Tecuceanu from Slatina

Listed in alphabetical order

Dan Atherton served in Peace Corps in Georgia and Romania from 2007 to 2009, working to develop communities and local NGOs. He now lives in Washington, D.C.

Before joining Peace Corps, he studied communications and journalism and worked in film production in Los Angeles.

Atherton developed the Layout section of this book.

Zack Baddorf is a U.S. Peace Corps volunteer teaching English at Alexandru Ioan Cuza Industrial High School Group in Barlad, Romania. Before arriving in Romania, he worked as a freelance print, radio and photo journalist for a variety of independent media, including National Public Radio, Pacifica Radio's Free Speech Radio News, Radio France International and Inter Press Service. He also served five years as a US military journalist, including two years in Tokyo.

He has worked in about 25 countries, including Iraq, Afghanistan, Pakistan, Palestine, Kosovo and rebel-controlled Sri Lanka. His photography has appeared in local, national and international publications, including Washington Post, TIME, and the Seattle Times.

Baddorf, a native of Newark, Delaware, in the United States, compiled much of the information in this book from

presentations he prepared for the Romanian journalism summer camp.

He is planning to go to graduate school in the fall of 2010 after completing his Peace Corps service.

Olivier Boulot is a freelance photojournalist based in Paris. He worked in Brazil for several years as a freelance photographer.

Boulot created the photography section of this book.

Joel McClurg is a U.S. Peace Corps volunteer in Romania's Jiu Valley. He teaches grades four through seven at Scoala Generala Nr. 6, Petrita. In America, Joel graduated from the University of Denver with a degree in Creative Writing, and a focus in poetry. Joel then worked as a private English tutor, occasionally researched and wrote trivia, and was a ski and snowboard instructor in Keystone, Colorado.

Once Joel finishes his Peace Corps service, he will return to graduate school in America to pursue a Masters and professional accreditation. He has aspirations of one day working for an international organization like UNICEF or Red Cross International.

He helped convert the book into Microsoft Word format and also developed the features section.

Anca Sandu teaches English at Alexandru Ioan Cuza Industrial High School Group in Barlad, Romania. She is a teacher who wishes to offer the teenagers personal and professional development opportunities. For this reason, she has initiated several national and international projects with her colleagues.

While she was a student and two years after graduation, she not only worked as a journalist at several publications, but also as a TV show producer and presenter.

Since 2008 she has been collaborating with Peace Corps volunteers.

Sandu helped with this book's editing and translation from English into Romanian, adding to it from her personal experience.

She wishes she could do more for the high school where she works, for her students, as well as for her friends and family.

Elie Teichman served as a U.S. Peace Corps volunteer from May 2006 to August 2009 in Romania, working primarily as a consultant with the Heart of a Child social services organization in Galati.

Prior to joining the Peace Corps, he worked as a press officer for U.S. Senator Bill Frist in Washington, D.C.

Teichman helped to develop the public relations sections of this book.

He is pursuing a graduate degree in international development in the United States but hopes to return to Romania soon.

GETTING STARTED

Translation by Dorin Nicolae Tecuceanu from Slatina

The Alexandru Ioan Cuza Industrial High School Group hosted a nationwide journalism camp entitled “Journalist of Tomorrow” from July 25-Aug. 1 in 2009, bringing together 61 students from 37 different cities throughout Romania.

The camp was supported through solid partnerships with the following institutions: Barlad City Hall, Alexandru Ioan Cuza Technical High School in Barlad, the U.S. Peace Corps, U.S. Embassy Bucharest, the Vaslui Inspectorate, Media TV and the Cuza Association. The Cuza Association is the proud sponsor of this book.

The Research and Education Department from Romania’s Ministry of Education accredited this summer school activity.

The goal of the event was to give Romanian high school students the skills necessary to produce a newspaper in their own high schools and also introduce them to journalism as a potential career.

This activity also broke barriers among teachers, students and people from different cultures, resulting in a diverse and multi-cultural team. Teachers, students and young Americans worked together to achieve the proposed goals.

We believe the job of journalists is to find the truth. Journalists in the United States, in Romania and around the world need to maintain independence and need to independently monitor those in power. Journalists serve the

people and need to have a foundation of skills necessary to complete their responsibilities.

We wanted an easy way for students to refresh their memories about the information they learned during that summer school week.

A large number of high school students from throughout Romania applied to attend the camp during their summer break. Unfortunately, we did not have enough housing to accommodate the more than 200 students who applied.

For Romanian students, for future generations of journalist students and especially for the teachers dedicated to their jobs, we decided to publish this book. It summarizes all the information needed for the development of a school newspaper, including information passed on in the camp.

The following book provides the basic skills required to lead a high school newspaper team. We hope that you find it useful in running your high school newspaper.

Good luck!

- Zack Baddorf and Anca Sandu
Barlad, Romania
September 2009

INTRODUCTION

Translation by Dorin Nicolae Tecuceanu from Slatina

Media is everywhere.

It surrounds us. We have TV, radio, music, newspapers, books, magazines, and the Internet. These are all different forms of media that connect us with our communities and with the rest of the world. Without them, we'd be isolated. Getting information from varied sources, we learn about different opinions and perspectives.

Media has been around for thousands of years. Julius Caesar created government announcement bulletins. Chinese officials distributed updates on court rulings in year 200-300. But it wasn't until 1605 when the first modern newspaper was created, in Germany.

In Afghanistan, though as few as 20% of Afghans are literate, there are an estimated 265 newspapers.

In the Democratic Republic Of Congo, reporters will get the death penalty for reporters convicted of "disseminating false news, insulting the army, demoralizing the nation, or betraying the state in time of war," according to local laws.

Russia, back in 1991, had the largest circulation worldwide for a single newspaper, the Soviet weekly *Argumenty i fakty*. Some 33,500,000 copies were printed daily.

In Romania, as of 2004, there were 84 daily newspapers and 2,036 other periodicals printed. Many Romanians, as elsewhere around the globe, get their news from the Net,

especially considering 7.4 million Romanians had net access as of 2008. Romania’s 1991 constitution endorses freedom of speech, but prohibits "defamation of the country."

<p>ACTIVITY</p> <p><i>Discuss the following:</i></p> <ul style="list-style-type: none"> ■ What role do you think media plays in Romania today? ■ How does a free press affect democracy?

NEWSPAPER ELEMENTS

Articles are the first and most obvious element. This can include more important “hard” news, like that shown in *Figure 1*, or feature news about less significant things.

Figure 1 – This article of Saddam Hussein’s capture is an example of hard news.

3 | First Steps in Journalism

You could also include announcements, official documents with change in school policies, advertisements for upcoming events, or publicity for a cause.

Besides news articles, you can include **regular columns**, including the opinions of featured columnists. Some will be with experts talking about different subjects, e.g. sports. Another possibility is to include a leadership column, with your school director writing each edition.



A LETTER FROM
EXECUTIVE DIRECTOR
SHANE RUFFIN

YMCA Camp Secrets!

The magic of YMCA Camp is one of the best expressions of 125 years of YMCA programs in Los Angeles. Since 1912, regardless of their ability to pay, generations of campers have learned the YMCA Camp secret: that morning and evening reflection, plus rag and leather commitments make YMCA camping unlike any other, with the power to change lives.

This past summer 402 young people from the West Valley Family YMCA became part of this tradition. They received undivided attention from counselors, went horseback riding and tackled challenging rope courses. They replaced asphalt and concrete with forest views and a dazzling array of stars. At night, with daylight gone from the sky, the world shrank to 200 feet as they

created a small, close-knit community around a campfire's glow.

Many, for perhaps the first time, examined their behavior and thought about change, not only in camp, but back home. It's a small, subtle message, delivered in the larger context of fun and friendship, but with the potential to create new dreams.

This is the YMCA magic that can forever change a child's life in just eight days. This is the YMCA magic that parents marvel at when children return home. And this is the YMCA magic that turns campers into counselors, counselors into directors and directors into YMCA board members.

Thanks to the contributions of West Valley Family YMCA members like you, for another summer, lives have been changed and a lifetime of memories created. Let's celebrate having helped make this happen.

Thanks for all that you do!



WEST VALLEY FAMILY YMCA
18810 Vanowen Street, Reseda, CA 91335
(818) 774-2840 | www.ymcala.org/vv



Figure 2 –West Valley Family YMCA’s executive director writes a monthly column for his organization’s newsletter.

You should also try to include **entertaining** elements, like cartoons, games and questionnaires to give your high school readers a break.

Ioanelor, spunea Gabriela Dania, directorul medical, in discutii pe care a fost invitata sa-i rostoseasca.
Sectia Neurologie avea o sala de recuperare la domochoi chialfiri in care este situata sectia (spitalul non), dar aparatură era depășită. O dată cu înființarea și dotarea noului salii de recuperare, reușitează vor putea fi simțite de bolnavi chiar și după primele sesiuni de terapie. Kinetoterapeutul Dania Cassagne, ne-a explicat faptul că echipamentele noi sunt performante și ca uzura era foarte mult

aparatul de electrostimulare poate deservi 3-4 pacienți odată sau la același pacient pot fi tratate mai multe zone dureroase în același timp. Astfel se face economie de timp, durata pentru o sesiune fiind de 20 de minute (cu mai multe proceduri). Bicicleta medicală este foarte diferită de una folosită în salile de fitness. În primul rând pentru că are încorporat un electrocardiograf care monitorizează frecvența cardiacă și presiunea arterială. Mai poate fi măsurat timpul petrecut pe bicicleta, distanța parcursă,

efort. Dacăle pot fi socoale și transferate pe calculator, lucru care îl ajută pe terapeuți sa urmărească evoluția pacienților. Utilitatea plăcii de abilități va fi reinstită de bolnavi cu paralizare care sunt nevoiți sa învețe pas cu pas sa-și refolosască mâinile.
"Mănumăsc: Clubului Rotary în mamele pacienților care se vor recupera aici pentru donția facută. Tratatul recuperator are o importanță foarte mare pentru bolnavii neurologici, deoarece prin kinetoterapie și fizioterapie, pacientul se recuperează în pro-

privele tratamentul medicamentos", a declarat în închiderea imaginii Dan Sîrbu, șeful secției Neurologie.
Procedura cu olanda cu indiumarea noului salii de recuperare din cadrul secției "Neurologie", administrată spitalului a introdus distribuția alimentelor care bolnavii din această secție cu vasa (caserole) și tacamuri de unica folosință. "Așfel, se îmbunătățește calitatea serviciului de cazare și crește protecția împotriva infec-

ționale)", a menționat managerul dr.ing Dionisie Lefer. Se aștepta cu nerăbdare și punerea în funcțiune a aparatelor de diagnosticare: computerul tomograf și instalatia cu rezonanță magnetică nucleară, care se vor instala în spital la sfârșitul acestui an, principalii beneficiari fiind pacienții din secția "Neurologie".

Gimnastica pentru creier

Poate fi ajutat creierul să nu îmbătrânească?

Experții susțin că există metode simple prin care creierul poate fi "întinerit" chiar și la persoanele în vârstă.

Pentru fiecare dintre noi, problema prelungirii vieții este un subiect arzător și căutăm fără încetare ceva care ar putea o prelungi. Din referințe, nu a fost descoperit încă un elixir al vieții, însă psihologii ne sugerează câteva exerciții simple prin care se

poate evita instalarea marasmului senil. Studii recente realizate de cercetători din Irlanda au demonstrat că aceste exerciții sunt tot atât de eficiente ca și medicamentele; este vorba de exerciții speciale care-i ajută pe oameni să-și întinerească creierul cu 10 ani, indiferent de vârsta reală a acestora.

Echipă de cercetători de la Trinity College din Dublin a dezvoltat un program special pentru eficientizarea

funcționării creierului la pacienții vârstnici. Principiul de bază al exercițiilor este de a stimula lobul frontal care controlează memoria, atenția, simțul umorului și luarea deciziilor, rezultatul fiind o gândire flexibilă, tipică persoanelor tinere. Trei mii de pacienți în vârstă au efectuat zilnic niște exerciții simple. După câteva zile, subiecții de ambele sexe incluși în experiment la program au devenit mai activi ca și când ar fi întinerit brusc.

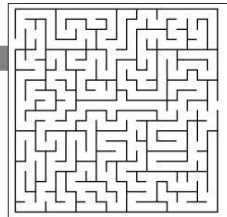


Figure 3 – Urgenta, a public health newsletter published in Barlad, Romania, used a maze in one edition to provide their readers a break.

Also try to include **artwork**, like graphic art and photos (See *Figure 4*), with as many articles as possible to make your paper more visually appealing and to illustrate the story for your readers.

Additionally, consider having a **“Letters to the Editor”** section where you ask for and then publish letters of opinion from readers (See *Figure 5*).



Figure 5 – The South Florida Sun-Sentinel publishes letters to the editor every day to get readers involved in the publication.

ACTIVITY

Discuss the following:

- What do you want to put in your newspaper?
- What sort of topics are interesting and relevant for your readers?
- What do you hope to achieve with your high school newspaper?

When you think about publishing anything in your newspaper, ask yourself:

- Is it necessary?
- Is it relevant?
- Is it interesting?

Your newspaper should always inform, inspire, and be fun

MEDIA ETHICS

In recent years, news publications in Romania have created journalistic content that is, abusively and abundantly, more and more degrading.

Some of the media have changed from credible and impartial journalists into real rumor and vulgarities speculators. Others have appeared in front of the public without being prepared and act like experts.

The press trusts in Romania have shifted their focus to business, addressing their audience as consumers of products not as consumers of information. They have also started promoting people and political parties.

Unfortunately, all these changes have led to the degradation of the press' image. It also has depreciated the important role that media should have in a society's education and it has decreased the right to access to impartial information.

Starting from the fact that journalism has a special public role, people who chose to become journalists must respect several rules. Being a good journalist means you must be both a good communicator and a moral person.

A journalist should be a person with a sense of objectivity and with a permanent thirst of research and analysis.

Journalists must present reality in an impartial manner, respecting the truth and the ethical principles of the journalism.

A journalist should work exclusively for the public and present events correctly from credible sources.

Journalists should not infringe on people's personal lives. He should respect a certain limit and must obey the law.

A journalist should research and should never plagiarize.

A journalist should have a solid general culture and the capacity to analyze reports about society.

A journalist should stimulate the reader's interest.

A journalist should respect his profession, the public and also himself.

A journalist should be talented, creative and analytical.

There is a lot to write about media ethics, but these are the basic elements that will help you to begin to understand.

HARD NEWS WRITING

Translation by Otilia Doboş from Piatra Neamţ

ACTIVITY
<p><i>Come up with a definition for</i></p> <ul style="list-style-type: none">■ News <p><i>Then look at the definition from the dictionary below.</i></p>

News is an up-to-the-minute, unpublished account of an event. News is what happens to people. News is information people need.

News is defined in the dictionary as:

pl.n. (used with a sing. verb) - Information about recent events or happenings, especially as reported by newspapers, periodicals, radio, or television. A presentation of such information, as in a newspaper or on a newscast.

Regardless of how you define it, you should write news to inform, interest or entertain, using current material that is relevant to your audience.

When you evaluate what is newsworthy, consider most importantly whether the story has mass appeal and is appropriate for all your readers.

There are two different types of news. **Hard news** is necessary information while **soft news** is less important information that is nonetheless interesting to your readers.

There are 10 news values:

1. **Immediacy** – Consider the timeliness of an event. The older the news, the less your readers will care.
2. **Proximity** – The closer the event is to the reader, the more it is relevant. A reader in Iasi may not care about events that take place in Bucharest.
3. **Consequence** – The effect on the reader.
4. **Conflict** – For example, stories about war, sports, elections, crime, man against nature, etc.
5. **Oddity** – Something strange or funny will attract attention.
6. **Sex** – Feminism, single parents, teenage parents, rape, women in combat, etc.
7. **Emotion** – Readers will get more involved in the story if they feel something, like anger, sadness, sympathy, or regret.
8. **Prominence** – A story about someone or something famous.
9. **Suspense** – A story that isn't yet concluded, like a court trial. It keeps the reader wondering.
10. **Progress** – Advancements in different fields, be it technology, medicine, or other topics that your readers are interested in.

STORY ORGANIZATION

When you start writing your story, use the Inverted Pyramid (*Figure 6*).

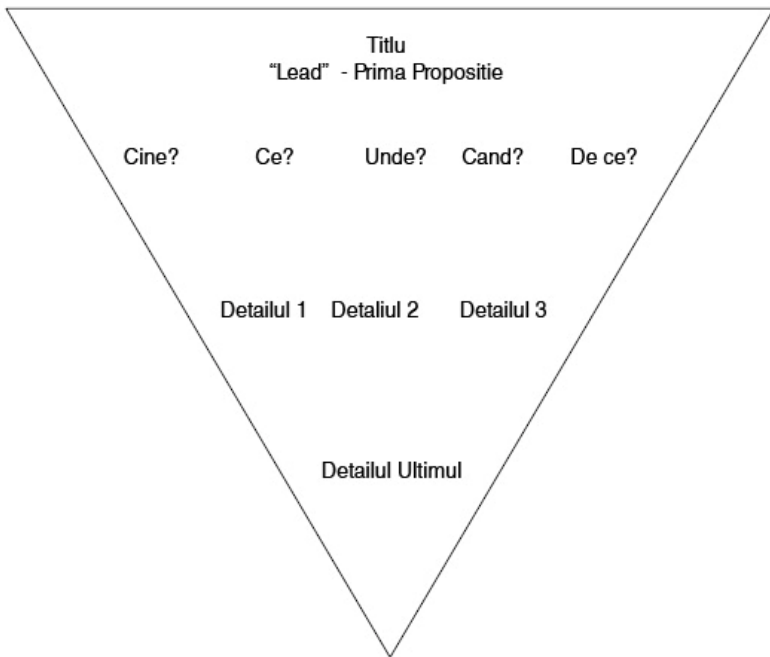


Figure 6 – Inverted pyramid demonstrates the organization of hard news stories.

The information should be organized from most important to least important. This, most importantly, saves times for the readers and makes the story quick, direct and simple.

This organization also allows editors, if they need space, to cut from the bottom of the story because they know that information is least important.

HEADLINES

All articles need to begin with a headline that captures the readers' attention. You'll want to make the headline creative sometimes, depending on the type of story. Other times, you'll just summarize what happened. You can also use a headline to make a layout more interesting.



Figure 7 – An example of a straight news headline.



Figure 8 – Another example of a hard news headline.



Figure 9 – This newspaper used creative graphics to make their headline more visually interesting.

Use present tense for past events. So for example, if the event hasn't happened yet write:

Bill Clinton to visit Romania

If the event has already happened, write:

Bill Clinton visits Romania

Make your headlines as short as possible. So cut out articles, conjunctions and prepositions. For example, change this headline:

The President of Romania told reporters that communists in Moldova created a fraudulent election

Into this:

Romanian president: Moldova's communists defrauded voters

Take a look at the next series (*Figures 10-14*) of headlines that were published on Sept. 12, 2001. You'll see they provide a variety of different ways to highlight (in just a few words) a major event.

19 PAGES OF COVERAGE INSIDE

The Burlington Free Press

Wednesday, September 12, 2001 ••• St. V. A Local Custom • Serving Vermont for 175 years • www.burlingtonfreepress.com 50 cents

Thousands feared dead in terrorist attacks on U.S.



Hijacked jets hit Pentagon, Trade Center

**By David Gray
and Jerry Schwartz**
The Associated Press

NEW YORK — In the most devastating terrorist onslaught ever waged against the United States, knife-wielding hijackers crashed two airplanes into the World Trade Center on Tuesday, sending its twin towers reeling. The deadly collision was witnessed on television across the world as another plane slammed into the Pentagon, and a fourth crashed outside Pittsburgh.

"Today, our nation saw evil," President Bush said in an address to the nation Tuesday night. He said thousands of lives were "suddenly ended by evil, despicable acts of terror."

Said Adm. Robert J. Nagel, commander of the U.S. Atlantic Fleet: "We have been attacked. We haven't since Pearl Harbor."

Evacuating the death toll could take weeks. The four airplanes alone had 266 people aboard and there were no known survivors. Officials put the number of dead and wounded at the Pentagon at about 300 or more, with some news reports suggesting it could exceed 600.

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See TERROR, 2A

Smoke billows from one of the towers of the World Trade Center and flames and debris explode from the second tower Tuesday. In the most horrifying attack ever against the United States, terrorists crashed two airplanes into the World Trade Center in a steady series of blows that brought down the twin 110-story towers.

Figure 10 – A straightforward headline.

Note in *Figure 10* the use of punctuation with U.S. for United States. Whenever possible, use commonly-known acronyms and abbreviations.



Figure 11 – A subjective headline – just one word.

While this headline is in upstyle (e.g. UPSTYLE) most headlines, unless they are about something catastrophic should be in downstyle, i.e. not all letters are capitalized.

The Salt Lake Tribune

http://www.sltrib.com

Utah's Independent Voice Since 1871

Volume 95 Number 33
©2001, The Salt Lake Tribune

WEDNESDAY, SEPTEMBER 12, 2001

140 South Main Street, Salt Lake City, Utah 84111
Telephone numbers listed on p. 6

DAY OF
TERROR

UNTHINKABLE



Shane Powers/The Associated Press

People ran from the collapse of one of the World Trade Center Towers on Tuesday. Both towers crumbled to the ground after two hijacked planes were steered into them.

Death toll likely in thousands; U.S. vows retaliation

THE WASHINGTON POST AND NEWS SERVICES
In the wake of the worst attack ever on American soil, the United States is pointing fingers at Islamic radical Osama bin Laden. The radical Saudi is believed to be hiding in Afghanistan.
"Today, our nation was evil," President Bush told the nation about 12 hours after five hijacked commercial airliners hit the heart of America's military and financial capitals, killing perhaps thousands, reducing New York's World Trade Center to rubble and obliterating a portion of the national fortress known as the Pentagon.
Bush vowed to "hunt down and punish" those responsible.
A fourth commercial airliner, which crashed in western Pennsylvania, was believed headed for Washington. None of the 296 people aboard the two American Airlines and two United Airlines planes survived.
"We will make no distinction between the terrorists who committed these acts and those who harbor them," said Bush.

who, for security reasons, spent much of the day in the air aboard Air Force One, escorted by fighter planes from Florida to Louisiana to Nebraska before returning to Washington, D.C., on Tuesday evening. (The complete text of the president's evening address can be found on Page A-2.)
No official death tally had been announced by press time, but the number of casualties includes about 300 firefighters who responded to the initial crash, and the final number will be "more than any of us can bear," said New York Mayor Rudy Giuliani.
Bin Laden is blamed for masterminding the bombings of U.S. embassies in Kenya and Tanzania in 1998, and is suspected of bombing the USS Cole in Yemen last October. He is believed to be based in Afghanistan. He leads the al-Qaida, a global terrorist network that has targeted the United States repeatedly.
Sen. Orrin Hatch, R-Utah, a member of the Senate Intelligence Committee,

said Tuesday night "just about everything points" to him.
The loss of life from Tuesday's attacks is likely to be horrendous — as many as 2,000 people could have been in the two hijacked sky scrapers, and thousands in the Pentagon.
"The grim toll is almost certain to surpass the 2,826 who were killed in the surprise Japanese attack on the U.S. naval base at Pearl Harbor (Dec. 7, 1941), and already is greater than the 167 who died in a domestic terrorist bomb attack on a federal building in Oklahoma City on April 19, 1995.
The attack is likely to have a similarly jarring effect on a united nation, as Americans hunkered down, suddenly unsure of the safety of their lives and the nation's ability to protect them from foreign enemies. Talk turned quickly to retaliation and even war.
"This is an act of war, and we are at war," proclaimed Sen. Bob Bennett.

See ATTACKS, Page A-9



A jet airliner is lifted up 65 one of the World Trade Center Towers in New York on Tuesday. Both towers crumbled to the ground after two hijacked jets were steered into them in an unprecedented act of terrorism.

Figure 12 – One adjective describes the Sept. 11 attacks.

WHO DID THIS?

- **Death toll unknown, likely in the thousands**
- **Crashed airliner in Pa. hijacked near Cleveland**
- **All flights grounded, military on high alert**



By Bob Dyer
 Akron Journal Staff Writer
 As we huddled in shock around our television sets, most of us agreed on what we were watching: our second Pearl Harbor.

Sept. 12, 2001, will surely take its place next to Dec. 7, 1941.
 A new century, a new Day of Infamy.
 This time, we got the news much faster. This time, we got it as it was happening.
 Today we live in a digital age. Thanks to sophisticated electronics, we can create lifelike news scenes, and on a grand scale. So when we glanced at our TV sets yesterday morning and saw one of our most recognizable landmarks being destroyed, many of us thought we were watching a movie re-run.

We had forgotten that we also live in an age of sophisticated terrorism. Soon, with a horrified knot in our stomachs, we learned that the images on TV were not fictional.

Yesterday morning, terrorists struck the United States of America, inflicting almost unimaginable death and destruction on New York City and Washington, D.C., and bringing the rest of the nation to a dead stop.

President George W. Bush took to the airwaves to declare: "Freedom itself was attacked this morning, and I assure you freedom will be defended. Make no mistake: The United States will hunt down and punish those responsible for these cowardly acts."

As of this last night, no one had any idea exactly how many Americans had been killed. And hope continued that survivors will be found. A New York City police official said some people trapped in the rubble from the destroyed World Trade Center twin towers managed to call relatives or family members, but it was not clear how many people or where all the calls were made. The final death toll seemed likely to reach into the thousands.

For the first time since the advent of commercial flight, every airport in the United States was closed.

Please see Attacks, A18

Fear rains down from our skies following attacks

Today we are afraid of the sky. As the first day dawns after the worst event attack on American soil in the most dangerous setting of all, we are not afraid of a person, or a country, or some definable enemy.

We are simply afraid.
 Something came out of the sky and dipped into our heart. And we don't know what, or who, or from where.
 As I write this, we do not yet know where the World Trade Center's twin towers from the New York skyline.

We do not know who started the line of yet-unanswered questions.
 We do not know who panicked our defense with such direct and accurate



A man covers his mouth as he watches through debris from the collapse of one of the twin towers in New York.



DAVID

Figure 13 – A question can be effectively used as a headline.



Figure 15 - This paper used a combination of headlines



Figure 15 – The headline on the left uses first person. The punctuation used in this headline on the right makes this headline shorter. The comma substitutes for the word “and.”

Using a colon (:) signifies that a person or organization said something. A dash (-) can also be used to replace “said” (See Figure 15).

Meanwhile, you should also use a comma (,) in your headlines to replace the word “and”. In Figure 16, the headline indicates that a man and four children were killed in a car accident.



Figure 17 – This newspaper headline plays on words.

ACTIVITY

1. *Read the following story reprinted from CNN:*

WASHINGTON (CNN) -- The United States believes Pakistani Taliban leader Baitullah Mehsud was killed in a drone attack last week, President Obama's national security adviser said Sunday.

"We think so," Gen. Jim Jones told NBC's "Meet the Press," adding, "We put it in the 90 percent [likelihood] category."

Pakistan's foreign and interior ministers said Friday the government was still waiting to conduct DNA analysis to confirm the identity of a man killed Wednesday in an unmanned aerial vehicle strike.

The suspected U.S. drone targeted the home of Mehsud's father-in-law, Mulvi Ikram ud Din, in Pakistan's South Waziristan tribal area, an intelligence official said.

2. *Write a straight news headline for this article*
3. *Check the next page to see the actual headline*

LEADS

The lead is the first sentence in the story. It should be clear and simple. It should be a summary of the story by including, space permitting, the 5W's – Who, What, When, Where, and Why.

The lead shouldn't be more than 30 words. It should focus on the most important facts. It should also be direct and include an active verb.

You should always write in active, not passive, voice. A verb is in active voice if the verb's subject did, is doing, or will do something.

For example, if you write that “A teacher gave a student a bad grade on Monday in math class,” this is active because the teacher is doing something – i.e. giving a bad grade.

But if you write that “A student was given a bad grade by a teacher on Monday in math class,” this is passive voice because something is being done to the subject (the student) – i.e. the student is being given a bad grade.

In the event that the “who” in your story is someone famous, you can use their full name. If they are not well known to your audience, don’t use their name, just a description of the person, e.g. a 10th grade student, in the lead and give the student’s full name later in the story.

Sometimes, the lead will need be attributed, if the information provided is controversial. For example: “A 10th grade student is smarter than all the 12th grade students combined, according to the school’s director.”

ACTIVITY
<p><i>The actual headline from the story reprinted on the previous page was:</i></p> <p>Official: Likelihood of Pakistani Taliban leader's death '90 percent'</p>

ACTIVITY

Read the following facts then write a lead:

- Two-story house destroyed at 810 Mulberry Street.
- Unidentified homeless man died in fire.
- Two persons hospitalized, one in critical condition.
- Reported at 11:19 p.m., Saturday, Sept. 8.
- Two fire engines and an ambulance responded. Fire not extinguished as of midnight.
- Other houses are in danger.
- The house, a large mansion built in the 1880s, was a historic landmark.
- Mayor Bill Johnson and his wife Betsy were hospitalized. The mayor is in critical condition.

Check the Activity box on the next page for a possible lead.

BODY

After the lead, you will begin to write the **body** of the story. You will now start presenting the next most important facts. Start giving the reader more details, in order of importance, including quotes from people you interviewed.

Make sure to write in the third person, excluding yourself from the story. Stay objective – don't include your own opinion. You can include other people's opinions but just make sure to accurately quote and attribute them.

End your stories with a **conclusion**. You shouldn't write "in conclusion" or "to finish." Instead, find a statement that concludes the story or perhaps even a quote that summarizes the event.

ACTIVITY

Referring to the activity on the previous page, the lead could be written like this:

A house fire on Mulberry Street killed a homeless man and seriously injured the mayor and his wife late Saturday night.

ACTIVITY

Refer back to the lead you wrote. Then start writing the body of the story using the following facts:

- Two-story house destroyed at 810 Mulberry Street.
- Unidentified homeless man died in fire.
- Two persons hospitalized, one in critical condition.
- Reported at 11:19 p.m., Saturday, Sept. 8.
- Two fire engines and an ambulance responded. Fire not extinguished as of midnight.
- Other houses are in danger.
- The house, a large mansion built in the 1880s, was a historic landmark.
- Mayor Bill Johnson and his wife Betsy were hospitalized. The mayor is in critical condition.

Check the Activity box on the next page for a possible story.

In review, the story is preceded with a headline. Then you write a concise lead summarizing the event. Finally, you write the body, adding other details in order of importance. Wrap up with a conclusion.

ACTIVITY

1. *Find the News Article Rubric in the Appendix.*
2. *Locate articles in reputable news publications.*
3. *Complete the News Article Rubric.*

PUBLIC RELATIONS

Translation by Irina Iuliana Dumitrescu from București

Now it's time to learn about how public relations professionals interact with the media. We're going to go over the basics of writing media advisories and press releases. You can use these skills at your school to promote an event or in any other organization.

Why can collaboration with media be valuable?

There are many advantages, including that it is relatively cheap to get your message broadly disseminated. Having your message published by media also makes your organization more credible and increases its profile. For non-governmental organizations, this can lead to more networking and possibly more funding. Reporters will often quote unaffiliated experts, oftentimes validating your efforts.

The first thing to remember is what you learned earlier in this book, the news values. Reporters are interested in things that are timely and relevant. So plan ahead and contact media representatives well in advance so they can plan, too.

You should also target and tailor your announcements to the appropriate media. If, for example, you want an environmental project to receive some news coverage in a business newspaper, focus your press release on how going green can save businesses money.

For our purposes, we will talk about three different types of basic interaction with groups of media: media advisories, press releases and press conferences.

MEDIA ADVISORY

A media advisory lets reporters know about a future event. It's typically shorter and is advising the media about a newsworthy event. It should be followed up with a call to invite reporters to attend.

The advisory should include the following:

- A catchy title
- A clear definition of What, Who, When, Where
- A clear exposition of that event

ACTIVITY
<p><i>Pick one of the following scenarios:</i></p> <ul style="list-style-type: none">■ Introduction of a new car that gets 100 km per liter and travels at the same speed as top model sports cars■ The Cluj mayor announces his intention to run for the Chamber of Deputies in the National Parliament in Bucharest■ Announcement of the opening of a brand new math and science high school in Iasi with lab materials <p><i>Write a sample media advisory using the same format provided in the sample.</i></p>

Sample Media Advisory:

FOR IMMEDIATE RELEASE: August 20, 2007

Contact: Maia Goldenberg, Communications Director,
0745444111

****MEDIA ADVISORY****

**DPA TO RELEASE REPORT HIGHLIGHTING IRREVERSIBLE
DAMAGE IN DANUBE DELTA**

*Will Hold Press Conference with Community Leaders, Industry
Experts to Discuss Findings*

VENUS, ROMANIA – The Danube Protection Agency (DPA) today announced they will hold a press conference tomorrow, August, 21, 2007 to release a European Union-commissioned report indicating that irreversible damage has been done to the Danube River as a result of unlawful pollution by regional industry. In addition to speakers from the DPA, EU Environmental Ministers and regional lawmakers will address the current situation.

WHO: Representatives from the DPA

EU Environmental Officials

City officials from Mangalia

WHAT: Press conference to release report noting irreversible damage to Danube Delta

WHERE: Venus Civic Center

WHEN: August 21, 11:30 am

PRESS RELEASE

A press release is a more detailed media advisory, typically released during or after a press conference or event. The press release uses the inverted pyramid and is written like a news story. The idea is that reporters will take information directly from your press release and publish the information in their stories.

A press release will generally not be more than a single page and as with the media advisory, should be on official letterhead and should also provide contact information.

The press release will typically contain several catchy quotes from officials within or outside of the organization.

ACTIVITY

Pick one of the following scenarios:

- Introduction of a new car that gets 100 km per liter and travels at the same speed as top model sports cars
- The Cluj mayor announces his intention to run for the Chamber of Deputies in the National Parliament in Bucharest
- Announcement of the opening of a brand new math and science high school in Iasi with state of the art computers and lab materials

Write a press release using the same format provided in the sample press release.

Sample Press Release:

FOR IMMEDIATE RELEASE: August 20, 2006

Contact: Maia Goldenberg, Communications Director,
0745444111

DPA Launches River Day Campaign

City-wide event reinforces EU Commission's findings regarding impact of river pollution on local health

MANGALIA, ROMANIA – The Danube Protection Agency (DPA) today launched its inaugural “River Day” campaign in the Danube Delta. River Day aims to raise public awareness about the impact of river pollution on local health. The event is part of a nationwide campaign launched in conjunction with four other EU member nations to encourage environmental awareness and protection.

“River Day is an opportunity for local governments and NGOs to pool their resources and speak in one voice about the growing threats posed by river pollution,” said Zoe Codrescu, President of DPA. “It’s increasingly clear that the need enact common sense environmental protections is critical to ensure public health and safety. We must act today to secure a safe and clean tomorrow.”

“For nearly a decade, DPA has been a leader in regional environmental advocacy,” said Hubert Humphrey, Executive Director of Eastern Europe’s Environment Watch. “We’re proud to partner with this passionate, forward-thinking organization and committed to building off today’s momentum to continue fighting for sorely needed environmental reform.”

The launch ceremony was attended by about 200 supporters.

Alina Dragan, 55, said she found the program “exciting” and looks forward to seeing its results.

“I have never been more impressed by the need for environmental reform in this world that we live in,” Dobson, a resident of Mangalia. “I think this is a step in the right direction and I am sure the results will be worth the great effort.”

The DPA is planning to hold its first monthly review meeting on the project on Aug. 30.

PRESS CONFERENCES

When you are holding a press conference, you need to set an appropriate scene and time for the media. Consider the situation. For the DPA example printed above, perhaps they would go to the Danube Delta where there are interesting visuals. They would also want to hold the press conference in the early morning so that media can print or air the story on the same day.

You also need to include some interesting speakers that can effectively put out the appropriate **talking points** decided by your organization. You need to establish a clear message.

Also anticipate any challenging questions. Write down a list of tough questions that you would expect journalists to ask. Then write down appropriate responses.

ACTIVITY

Work in two groups: a media team and a public relations team.

Major flaws have occurred in the scenarios from the earlier Activity:

- It turns out the new car that gets 100 km per liter and travels at the same speed as top model sports cars also turns over when exceeding speeds of 50 km/hr and has an extremely low safety rating.
- The Cluj mayor has been accused of embezzling tax payer dollars to do renovations on his house. The mayor has only been accused and there is an on-going investigation but no formal charges have been brought.
- The new school in Iasi will not be ready on time and will only have half of the computers and materials ready for the start of the school year. The school still intends to open but will not be fully functional until January.

The public relations team should anticipate tough questions and appropriate responses.

The media team should prepare tough questions and then pose them during a mock press conference.

Besides preparing your message, preparing a media packet would be helpful. This can include the agenda, biographies of the speakers, research data, background information, fact sheets, the latest newsletter, a list of ongoing and upcoming events, and a press release.

Reporters will assume everything you say, including in casual conversation, is on-the-record. Make sure to establish whether an interview, press conference, or press briefing is on-the-record, off-the-record or on-background.

On-the-record means everything you say can be used in their reports with your name attributed.

Off-the-record means none of the information provided can be attributed to you or your organization.

On-background allows you to provide information to reporters anonymously. For example, if you are working for the U.S. Peace Corps, you could agree with the reporter to be quoted only as “a U.S. Peace Corps official” as opposed to “John Doe, a U.S. Peace Corps official.”

Finally, remember that your job as a public relations official is not possible without members of the media. You need to establish professional relationships with them. Respect the reporters and they will respect you too.

INTERVIEWING

Translation by Bianca-Lidia Zbarcea from Constanța

Any successful interview starts with a successful question. If you don't ask a good question, you won't get a good answer.

Your job when conducting an interview is to understand everything you are hearing and seeing. Don't be afraid to say that you don't understand. If you don't understand something, then your readers won't either. Don't leave any unanswered questions.

Get the facts. But you also want to get opinions, like reactions and interpretations, resulting in an analysis that you as a reporter cannot provide. You can't provide opinions, but your sources can.

Preparing for an interview is critical. You need to gather information before you sit down with your interviewee. Be knowledgeable so that you don't waste anyone's time. And write down your questions ahead of time so that you know what you need to ask before you leave.

When you're conducting your interview, don't stick to your list of questions, though. Feel free to ask follow up questions that may often be more appropriate than what you planned on. At the end of the interview, always ask: "Is there anything else you want to add?" The interviewee may have something they want to say, but you may not have asked them the right question.

Your focus during the interview will depend on the focus of your story. If the story is a feature story about a person,

focus on the person. If the story is about a news event, focus on the news event.

Whenever you plan out your story, whether it's a feature story or a hard news story, get different perspectives. Try to find other people who have some sort of relation to the news event and talk to them.

LOGISTICAL CONSIDERATIONS

If you are going to interview someone important, e.g. the mayor, get your basic facts from the mayor's staff and spend time asking important questions to the mayor.

When you're setting up the interview, find an appropriate setting. If you interview a teacher, you probably will get better answers from the teacher in the classroom, because that's where the teacher is comfortable.

Also let the source know how much time you have. Make sure to tell your interviewee how long you think the interview will take so they can schedule accordingly.

When you do go to your interview, make sure you're wearing clothes that are appropriate. If, for example, you go to interview the mayor of your town, you will probably want to wear a business casual outfit. But if you are going to a factory, you'll probably fit in better with jeans and a t-shirt.

Consider bringing an audio recorder so that you can accurately report what was said. A recorder may make the

source nervous so put it in an inconspicuous place. Make sure to ask for permission to use a recorder.

If you don't have a recorder, then take notes. If you are new at doing interviews, tell the source to speak slowly and ask him to repeat a sentence if need be. When taking notes, you don't need to write down statistical information word-for-word. But you should write down the entire sentence when you start asking questions that result in opinions or analysis as you'll likely be quoting this in your article.

Don't sit directly in front of the person because the source may feel uncomfortable. Sometimes a pause can be effective as the interviewee may have more to say.

TYPES OF QUESTIONS

Avoid **close ended questions**. For example, asking "Are you a teacher?" results in a "Yes" or "No" answer, a very specific response. Try to ask these simple questions quickly then move onto getting opinions.

Open ended questions, meanwhile, allow more flexibility in the response. For example, asking "Why did you become a teacher?" allows the teacher to be less direct and more open. You'll also get more interesting answers.

Sometimes if you ask a question differently, you'll get a different response.

ACTIVITY

You are assigned to write an article for your school newspaper about one of your fellow students who has just learned that they have won a free trip to the United States.

Write your answers to the following questions:

- Who will you interview?
- What questions will you ask each person?

Conduct a mock interview with one person serving as the interviewer and another person playing the role of the prize-winning student.

It's possible that you won't always get the information you want. If you are asking about security procedures, for example, there may be a reason why officials will not want to divulge all the information you ask for. Consider whether publishing the information would be appropriate.

Try to establish a rapport between yourself and the person you are interviewing. You want to demonstrate that you care about the person and that you want other people, via your article, to learn about them, too.

One way to establish a good rapport is to make small talk. Don't rush into the interview, if possible. Try to make the person feel at ease. If you can relate with the person about the subject, then do that.

ACTIVITY

Assume the following: Angelina Jolie is visiting Romania, to adopt another baby. Her husband, Brad Pitt, decided not to come with her because he wants a divorce so that he can marry the Queen of England.

Conduct a mock interview with one student playing the role of Angelina Jolie and another student being the reporter.

AFTER THE INTERVIEW

Confirm all facts and figures with the source to make sure you got everything correct.

You can still ask questions after you put down your pen or have turned off your audio recorder. Sometimes this is the time when people loosen up more.

Don't forget to tell the source when the story might appear and send a copy of the article when it is completed. The interview may be over but you want to keep a good relationship with your source. Make sure to keep in touch to see if anything else newsworthy is going on.

Before you leave, review your notes to see if you have everything you need. When you have left the interview, review the notes again to make sure you can read everything you wrote. Or, if you recorded the interview, type (or write out on paper) the interview word-for-word so that you have all the information you gathered in front of you.

FEATURE WRITING

Translation by Ioana Gabriela Gorgoi from București

Composing a feature is different than writing a hard news story. Features explore more subjective story topics, and usually express the opinions and beliefs of the feature writer, or of a particular community group. Features are unique because they do not always relate to current news topics, and they are more often written to entertain the readers, rather than inform them.

tone

The tone of a feature is dependent not only on the author's creative voice, but also on the subject matter of the feature. For example, a feature about a serious topic, such as living with terminal disease, will employ a more serious tone whereas a feature about a local comedian will use a lighter, more entertaining tone. Features can often be informal, so that they are easier to read and enjoy.

focus

The focus of a feature should be on human ideas and affairs. In this way, the reader empathizes with elements in the story. Hence, the feelings and emotions the writer inserts into the feature are of utmost necessity.

Consider why you are writing your feature. Do you want to inform, persuade, complain, praise, etc.?

Keep in mind who you are writing the feature for. Who is your target audience, and what do they think of the topic?

In feature writing, accuracy is as important as in news writing. You are free to use your creative voice to 'embroider,' but never to lie or mislead.

Don't use clichés, as they are typically vague and generalize whereas your goal is to be specific and entertaining.

Also, be sure to keep your paragraphs and sentences tight and concise.

WRITING FEATURES ABOUT PEOPLE & PERSONALITIES

Features about people and personalities are more colorful and entertaining than writing about objects. Try and insert personalities into your writing.

A good writer is capable of making a character seem more alive and real than a photograph can. Hence, use your creative reign to insert life into your feature, which makes the article more interesting.

Once the readers have finished reading they should feel as if they are personally acquainted with the personality shaped in the feature article.

INTERVIEW TIPS

When preparing an interview for a feature story, bear in mind that you'll need more details than you will for a news story. This is because the feature seeks to 'personalize' the feature, rather than simply relay information. Hence, feature interviews should be done in person to capture unspoken details and information.

Use direct quotations to tell your story. A good feature lets their subject do its own speaking.

Try and develop a complete 'picture' by speaking to more than one person. However, do not add information that is unnecessary, as it becomes confusing, wordy and uninteresting.

DESCRIBING YOUR SUBJECT

Note physical attributes that make your subject interesting and unique. Rather than writing "he wore his hair in a funny way," try to be specific and explain exactly why your subject's

hair seemed “funny.” Your reader will appreciate a more precise picture than one laden with generalizations.

Physical characteristics to consider:

- Facial features
- Skin complexion
- Hair color & style
- Physical stature
- Clothing

Personal characteristics to consider:

- Habits
- Posture
- Voice & speech patterns
- Overall physical impression

Situational characteristics to consider:

- Surroundings
 - Residence & place of work
- Background & upbringing
- Personal history as it relates to the feature
 - This can include achievements, education, past jobs

Other things to consider:

- Intelligence
- What their friends/family/colleagues think of them
- Dreams, aspirations & goals
- Personality

ELEMENTS OF A WELL-ORGANIZED FEATURE

Features must employ use of a catchy, witty headline, and the use of jokes or puns is encouraged. A good headline will engage the readers' attention.

Feature articles should typically be combined with a photograph, graphic image, or some sort of visual display that relates to the feature's subject matter. The more memorable, shocking, or dynamic the photograph is the better.

Features can be informal or formal in tone and language. Remember, if the purpose of the feature is to entertain, than the language should be fun and engaging.

HINTS

Write features about topics in which you are well informed, and passionate. A wealth of information and energy will make the feature more interesting to read.

Don't be afraid to let your own voice and opinions be heard. Remember, features are typically subjective, and are improved by the presence of the author's 'personality.'

Determine the tone of your article before you begin writing. Again, keep in mind whether your topic is somber or silly, and let that guide how you approach your topic.

STRUCTURE

The structure of a feature article is not definite, and should be chosen by the writer. However, most features typically employ these elements for the sake of clarity and organization:

- **Feature Lead:** An introduction that gives the reader an ‘idea’ of the article in a way that is catching. The goal of a feature lead is to ‘hook’ the reader and make them want to read the whole article.
- **Body:** The body article should explain the ‘idea’ of the feature. If there are differing opinions about the subject, than all should be given here (and refuted, if necessary). Be sure to give concrete examples to help guide your reader, and remember to use hard, empirical data if your topic is serious.
- **Conclusion:** There are many different ways to end a feature article, but the most important thing is to leave your reader with something to take away from the article. A good feature will

'stick' with the reader well after they've stopped reading.

- For example, you can give your reader a final 'shock' with a good statistic, quotation, or warning that related to your topic.
- Don't end with an abstract, sentimental conclusion. These fade out of a reader's mind quickly, and aren't memorable.

TYPES OF FEATURE LEADS

The following lead samples are examples provided by the Defense Information School.

Summary: This is similar to a basic news lead. A summary lead gives the reader a basic 'idea' of what will follow in the article, and lets them decide whether or not they will continue reading.

- *She entered college at 13, graduated with a bachelor's degree in computer science at 17 and became an Air Force officer at 19. Capt. Jackie A. Parker has been forcing exceptions to the norm for a good part of her life.*
- *Swimming 50 miles wasn't an easy task for Jeremiah G. Hintin, 18, who has been paralyzed from the waist down for six years.*

Descriptive: The writer uses their perceptions and descriptive abilities to create a 'picture' of their subject. Descriptive leads are a 'snap shot' of the feature, and contain no action.

- *The cubicle bulged with computer equipment, flimsy overhead transparencies, thick notebooks and cardboard boxes full of stapled papers. Pencils, books and more stacks of paper covered the thin, white ledge that posed as a desk. In the middle of it all, in a purple chair, 155 pounds of slightly wrinkled, suntanned man were poured into a slouching, 6-foot frame. He sat with his left leg hooked snugly over his right, and his yellow, nicotine-stained fingertips balanced an old book on his lap.*

Narrative: Much like a descriptive lead, narrative leads paint an image with words, but narrative leads contain movement. If a descriptive lead is a picture, then a narrative lead is a video.

- *Dark seas 200 feet below stared menacingly at the young airman dangling from a rope as the helicopter sped toward its destination.*
- *As the young man shuffled to the door, the wind blasted him in the face. Without hesitation, he jumped into nothing.*

Direct Address: The feature is directed to the reader and uses the pronoun “you.” Remember, this can be informal or formal speech, depending on the tone of the feature.

- *If you write a rubber check at a stateside commissary, you'll have pay a \$10 service charge and stand the chance of facing either a civil or military judge.*
- *If you think the grass is greener on the other side of the fence, you should talk to Sgt. Jim. E. Michner.*

Freak: These leads are extreme attempts at catching the reader's attention. Freak leads typically employ puns, jokes, typographical devices, or rhymes. Note that freak leads may not be effective unless the writer can continue using the freak throughout the rest of the feature.

- *OOPS! That's the word this morning as Fort Meade folks continue digging out of the icy present from Mother Nature the last three days.*
- *Feet are slow. Cars are fast. That's why most of us are paying more for gas.*

Teaser: A lead that prods the reader's curiosity by withholding information. Teasers give the reader only 'bits' of information, so that they must read more in order to get the 'full picture' of what the feature wants to say.

- *It's big, cumbersome and has a heart of steel. It's as deadly as a Tyrannosaurus Rex on a rampage, and it's "an enclosed, heavily armed and armored combat vehicle that moves on two endless metal belts."*

Quotation: A quotation can be used as a lead. Quotation leads can come from unusual sources, or give surprising opinions and information. Quotation leads must be interesting, and draw the reader into the story.

- *"I thought I was going to die the other day. I thought, 'All right, good-bye.' Then I thought again, that I'd stay around to see who wins the next election."*
- *"You really don't know what freedom is until you have had to escape from Communist captivity," said Navy Lt. Deiter*

Question: Poses a question directly to the reader, and, in doing so, challenges their opinions or curiosity in finding out the answer. Do not use question leads that can be answered with a simple 'yes,' or 'no,' unless you employ a series of questions that would typically result in the same answer.

- *What do poverty, a log cabin and a high school dropout have in common with a Defense Information School instructor?*
- *How much time should a sailor spend at sea?*

Combination: A lead which incorporates two or more of the elements listed above.

- *“Wow! What is that?”*
- *“Think it’s one of ours?”*
- *“I hope it doesn’t crash.”*
- *Hundreds of Beal Air Force residents echoed these comments Monday when the Air Force flying crane helicopter came to the base.*
- *“I never stole a cent of money in my life,” the soldier shouted as he wiped tears from his eyes and mopped beads of perspiration from his brow.*
- *Take blood from the dead to give to the living? In Russia they do. Sgt. Cynthia P. Clinger, a medical sergeant from Fort Knox, Ky., says there isn’t a need for blood drives like there is here. They take living blood cells from cadavers, and as long as that person was healthy, they can use the blood for transfusions.*

ACTIVITY
<p><i>Find someone to write about. Describe the person in a paragraph. Share with the person you described.</i></p> <p><i>Write the names of three people in your school who you could do a feature story on. Write five questions you would ask these people.</i></p>

OPINION WRITING

Translation by Roxana Udrea from Hațeg

An opinion column is an article written each edition of your newspaper by the same writer expressing the writer's opinion in a personal manner.

Many Romanian high school newspapers seem to be packed with opinion writing. While you should definitely include opinion columns, limit them. Focus more on the news and providing an objective perspective of events that happen in your school and community.

Opinion columns allow for more creativity and discussion by the students and teachers about issues that are interesting and controversial.

But they need to have a reason. You need to entertain, inform or educate. Educating the readers is an important part of writing an opinion column. They should include facts and be accurate. These columns will be informal but should not be without factual basis. Consider also making question and answer and how-to-do-it columns.

You should write your article logically. Start your column in a different, creative and interesting manner. You should immediately make your point in the first paragraph and then spend the rest of the article explaining why you are right. Wrap up with a conclusion that again emphasizes your point. Leave an impression behind.

Make your column about only one thing and stay focused. You need to keep your article specific and not go off on tangents.

Mention other people or examples that demonstrate your position. Explain yourself. Cite experts that you've interviewed. Alternatively, quote information from other publications, making sure to properly attribute.

Just because you are writing an opinion column doesn't mean you don't have to do any reporting. You do have to ask questions. You need to ask other people about the subject. Don't just rely on your own opinions. Get out there and do research – you'll write a better opinion piece.

Write the way you talk but don't discard good Romanian usage and grammar. Pretend it's a conversation with a friend. You should have your own unique voice. And that includes writing in first person. Include tasteful humor.

Be as precise as possible with your words but avoid technical words, long sentences, and long paragraphs. Don't make your story confusing.

Be emotional. You should try to make the reader feel something, be it happiness, sadness, or any other emotion. You should also write with emotion. You need to be convinced about a subject yourself. You need to really believe in it before you right it.

Since your newspaper is probably going to be run by the school, you'll have to consider what is appropriate to be published on behalf of the school. Still, if you believe

something is wrong, explain why. And be energetic and passionate with your argument. You also need to provide a solution. Don't just talk about a problem; people want answers. And don't disregard opposing viewpoints. Provide the alternative perspective then disassemble it.

When you can, give your opinion piece a local angle. For example, talk about the effect of a nationwide strike on your school. Also write about local people and places. Tell your story and the story of others. This will make a big topic more relatable and relevant.

Finally, make sure the topic you choose to write about is something newsworthy. Don't talk about Britney Spears if she's old news (and she is!). Keep up with what's happening in Romania nationally, regionally and locally.

ACTIVITY
<i>Read an opinion article in your local, regional or national newspaper. Answer the questions found on the Opinion Article Rubric located in the Appendix.</i>

Consider asking your director or assistant director to write an opinion column for each edition. The school director could do the following in a personal way:

- Introduce new educational policies
- Talk about changes
- Emphasize what can be improved
- Discuss what the school is doing right
- Highlight upcoming events

Make sure to include a passport-type photo of the opinion columnist next to the author's column.

ACTIVITY
<p><i>Answer the following questions:</i></p> <ul style="list-style-type: none">■ What are five opinion column topics would readers be interested in?■ Who exactly do you think would make a good opinion columnist in your school? The director? A particular teacher? A particular student?

ARTICLE EDITING

Translation by Roxana Udrea from Hațeg

After the story is written, it needs to be edited. Even seasoned journalists have to get their articles. And you will have to go through the same process.

When editing someone's article, watch for the following common weaknesses:

- Not written for the appropriate audience
- Lack of initiative
- Use of opinion
- Poor punctuation
- Poor news leads
- Poor story organization

When you're editing, remember the inverted pyramid.

Also, eliminate any unnecessary words. For example, "that" is oftentimes unnecessary. Cut out things that are obvious, e.g. "computer keyboard" can become "keyboard" and "exercise program" can become "exercise."

Change passive voice sentences into active voice. Most often it's not necessary to be in passive voice and is more quickly understood by readers in active voice.

Take a look at this quote: "I like ponies," said Jane Doe. "I want a pony."

How important or unique is Suzie's quote? Not very. But if Jane Doe were to say the following: "These horses are the

only ones in the world that can eat underwater. It's been a passion of mine to teach them this skill." That's more unique and needs to be attributed.

You can also paraphrase. For example, let's assume Joe Smith said, "I think it's going to be, like, I don't know, a benefit, I guess, for the President, um, to, um, shave his head because he'll look, like, you know, cool." This is not particularly quote worthy. You could easily paraphrase it as: Joe Smith said he thinks the President would look cooler with a shaved head.

You as a reporter are not a subject matter expert. You are reporting the facts and need to tell the readers who told you them. Make sure to use "said" (not "says") as your interviewee told you it in the past.

Make sure the story answers all of the reader's questions. Also, make sure it can be easily understood on the first read. You need to keep the writing clean and simple.

Finally: Edit stories mercilessly. It's your job as an editor to catch any mistakes and ensure the article tells its story and is as best it can be.

PHOTOJOURNALISM

Translation by Elena Creangă from Iași

Your job as a photojournalist is to capture what you see.

Photojournalism is not just a spot news photo taken in a war far away, but also images from a local city meeting, a state legislature meeting, a high school soccer game, or people relaxing in parks (See *Figure 18*).

Your job as a photojournalist is to be the eyes of your viewers and show people what they could not see for themselves through different angles. You should always try to tell the story while preserving historical events for future generations.

You don't need a fancy camera to be a photojournalist. Any camera will work – a cellphone camera, a compact point and shoot, or a digital SLR.

When you do shoot, you need to have passion, commitment, and patience. Try to be in the right place at the right time. Luck is where preparation meets opportunity. You won't always get what you want. Don't be afraid to fail. But do learn from your mistakes.



Figure 18 – Photojournalism can be everyday things.



Figure 19 – Romania is filled with lots of interesting cultural events that you can photograph.

Do you like to have your picture taken? Some people may not and especially if they just experienced a tragedy. You need to draw the line between what is appropriate and what is not.

ACTIVITY
<p><i>Discuss the following:</i></p> <ul style="list-style-type: none">■ Is taking someone's photo a violation of their privacy?■ In what cases should you stop shooting photos?■ In what cases should you continue taking photos?

Your photos only exist because of your newspaper. What good are they if they are not seen? So you need to work as a team with your editor and the writer because the writer's words and your pictures will need to work together to tell the same story.

When you shoot photos, consider the 3 C's:

- Content
- Composition
- Color

The **content** you shoot is most important. Capture the story. Feel it. You have to bring the elements of the story in the frame. If there's joy, capture something that demonstrates that joy. Make people feel connected to the photos.



Figure 20 – A lawyer protests in Islamabad. It's your responsibility to preserve history.



Figure 21 – A participant in the Carnival of French Guyana beat the drum. Try shooting from different angles and perspectives. Sometimes it will work.



Figure 22 – Without the man on the bike, this photo would be boring. With it, there's character.



Figure 23 - Put yourself in the frame. You can feel the anticipation and enthusiasm of the crowd while Venezuelan President Hugo Chavez greets his supporters from Caracas.

When determining the **composition** of your photos, How you organize elements in a photo to get your viewer's attention. You have to draw people in so they stop and look at your photo.

But keep your focus simple. Don't introduce too many elements into a picture. Concentrate on a single subject, just like great painters do.

Cartier Bresson said, "Photography is where sensitivity meets geometry." When you're taking photos, you should generally try to use the **rule of thirds**. This means you are not putting the center of focus in the center of the photo.

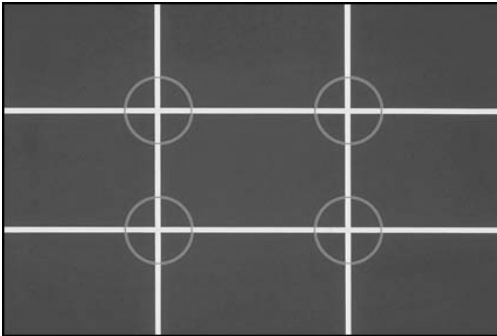


Figure 24 – The action should be positioned in your photos where the circles are.

When you take a photo, you can **crop** it two ways: with your computer or with your feet. Always try to crop an image when you are taking it by moving closer and closer until you are satisfied with the image you see in front of you.

Try to fill the frame. The closer you get, the more detail you will get. Move close, and then move closer. Generally speaking, If something does not need to be in a picture, it should not be there. Crop it!



Figure 25 – The woman and the man covered in clay are positioned in the left third of the picture. Action takes place from one side to the other.



Figure 26 – Rules are meant to be broken. This photo doesn't follow the rule of thirds but is still effective.

You should discuss with your editor how much space you'll have for your photo. If there's more space, then you can make the photo more complex. Otherwise, you may need something easier to read and understand if it's printed small.

You need to move a lot to change your perspective and points of view. For example, when you are photographing children, shoot from their level. Get on your knees, down on the floor, up on a chair, on a ladder, etc. Keep an eye out for what is behind the action – sometimes it can be distracting.

Think like a film director when you're on a photo shoot. Start with an "opening shot," a **wide shot** (See *Figure 31*) that allows you to set the scene. Then move onto a **medium shot** (See *Figure 32*) that shows the action. Follow up with **close-ups** (See *Figure 30*) that show details of faces and objects.

When you're shooting photos of people, generally you don't want them look at the camera. Although, sometimes it works, if they're doing something, capture them completing the action, not looking at the camera. Especially if you're a new photographer, you shouldn't have people looking at the camera. Instead, try to be like a fly on the wall.

Another thing to remember is not to cut body parts off, like feet. When you shoot a wide shot that includes a person's whole body, you should include some space below their feet and some space above their head. Usually, when you're shooting a medium shot, shoot generally from the waste up and, again, leave space above their heads. For close up photos, get closer.



Figure 27 – No need to see all girl's head. We are most interested in her face. So we cut the top of the head for not bringing anything new in the picture.



Figure 28 - the male is centered, but his expression, his unique glasses are details of his face that give charm to the photo.



Figure 29 – A woman checks a wine's color. This photo provides a unique perspective that clearly tells a story.



Figure 30 - A close-up picture of the groomsmen tells the story of this special day.



Figure 31 – This wide shot of a couple kissing on their wedding day includes space above and below their bodies.



Figure 32 – This medium shot frames the newlyweds along the rule of thirds and includes their upper bodies.



Figure 33 – A horizontal shot of the church archways.



Figure 34 – A vertical shot of the same archways.

When on assignment, remember to **double tap**, i.e. to take a horizontal and vertical shot of the same item (See *Figures 33 & 34*).

Your editor may need a vertical shot or a horizontal shot and it's better to provide the editor with more options.

The final of the 3C's is **color**. Find colors and light that is vibrant. Photography literally means writing with the light. Shoot when the best light is available.

The best time to shoot is during the **golden hours**. The golden hours are typically the first two hours after sunrise and the last two hours before sunset. You'll find the light is soft, textured, and rich during this time. This adds a sense of realism.

Avoid the midday sun as it produces hard shadows.



Figure 35 – Shot during the golden hours, the light is soft and adds more character to this photo. Try to capture people's emotions when you shoot their photos. This woman has an unusual look; she's smiling but nervous.

Try to build a **frame** around your subject. Think about different ways to create a frame, using whatever you have available.



Figure 36 – You can use trees to create a frame.



Figure 37 – A frame serves to frame this framemaker.



Figure 38 – The roads lead the viewer to follow the action.



Figure 39 – The curve leads your eye along the road.

Leading lines lead the eye to a focal point. They create shape, pattern, depth and perspective. They can be diagonal or curve.

Make good use of the sun during sunset to **backlight** a photo to show the silhouettes of the action.



Figure 40 – This building is lit from behind in Cuba. This is a good example of creative exploitation of light sun.

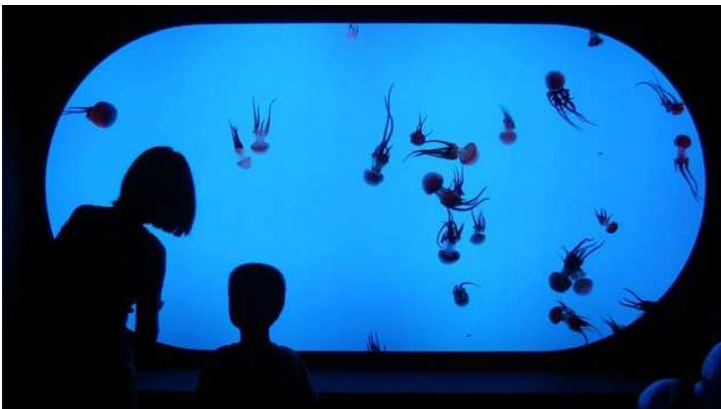


Figure 40 – Think about the shapes that will be created when you backlight a photo.

If you notice a **pattern** or **repetition**, find a creative way to capture it.



Figure 41 – Bolivian hats are colorful and unique.



Figure 43 - Focus on a repetitive element to take an unforgettable picture.



Figure 44— If it's hot, find someone who is trying to cool off.



Figure 45 – Try to find something funny, strange or unusual. Penelope Cruz's beaming smile is a big contrast to protesting workers in Bosnia.

ACTIVITY

Go out and shoot at least 20 photographs of things around your town:

- Someone walking down the street
- Someone buying something at a store
- Someone eating something
- Someone setting on a bench
- Someone playing a game
- People talking to each other
- Five portraits of different people

Take different angles of all these shots.

CAPTIONS

Every photo must have a caption to clarify what the photo is. Include the following elements:

- Who (full name)
- What (action)
- Where (city and state)
- When (date)
- Why (background info)
- Additional facts needed to clarify the action
- Credit line, e.g. Photo by John Doe

When you're writing a caption, avoid phrases that state the obvious like: "Posing for the camera" or "This is a picture of" or "Shown above." Everyone knows it's a photo. Just tell them what's in the photo.

Here's an example caption found in *Figure 46*:

Virginia Crain, a kindergarten teacher at Springdale's Lee Elementary School, screens kindergartner Yazmin Robbins on Wednesday for class placement. Principal Regina Stewman said 450 children have enrolled at the school which is at its capacity.



Figure 46 – This photo has a mini-headline above the photo as well as a caption below it (listed above).

ACTIVITY

Take a look at the next few photos (Figures 46 & 47)

Write a caption for each photo using the following information

- Zack Baddorf took the photos
- The photos were all taken place on August 15th, 2008, during Suceava Summer Camp
- The photo was all taken at the Suceava Sport High School in the city of Suceava



Figure 46 – Caption this photograph.



Figure 47 – Caption this photograph.

ACTIVITY

The following is a possible captions for Figures 46:

A teacher leads a dance class at the Suceava Sport High School in Suceava on Aug. 15, 2008 during the Suceava Summer Camp. Photo by Zack Baddorf.

The following is a possible captions for Figures 47:

Participants in the Suceava Summer Camp play tug of war outside of the Suceava Sport High School in Suceava on Aug. 15, 2008. Photo by Zack Baddorf.

PHOTO EDITING

For the purpose of this book, we will not illustrate how to edit a photo. Rather, we'll introduce the basic concepts and encourage you to experiment on your own.

First, some basics terms to know: DPI stands for dots per inch. This will vary by each camera and is one factor in the image quality and size. The higher the resolution, the higher the file size.

The most common image file type is Joint Photographic Experts Group (.jpg). It contains millions of colors and yet has a high compression rate. This format is also most commonly is used and is recommended for Web usage and for publication in newspapers.

Another common file type is Tagged Image File Format (.tif). It's commonly used by printers and publishers and keeps all image data resulting in bigger file sizes.

Another popular image type is Graphical Interchange Format (.gif). It has fewer colors – just up to 4,096 colors so the image quality is not nearly as high. There are some advantages including that you can compress the image a lot and make part of the image transparent. But generally, avoid using this image type for newspapers.

There are many other image types but you'll want to stick to JPG as often as possible.

Once you've gotten your images on your computer, you'll want to find yourself some image editing software. Adobe Photoshop and Adobe Lightroom are both excellent and are used by professionals around the world.

When you open up Lightroom or Photoshop, the basic tools you want to learn how to use are Crop, Resize, Rotate, Brightness/contrast, Auto Colors and Sharpen. For the most part, you won't need much more than these basic functions.

Play around with Lightroom and/or Photoshop and find a system that works for you. There are also many tutorials on the internet that can walk you through basic imaging.

LAYOUT

Translation by Christine Bianca Hanganu from Târgu Neamț

You've written your copy. Now how will you get people to read it?

In this section, you'll learn the basics behind newspaper layout and why it's important. You'll also become familiar with the most basic building blocks of modular newspaper design.

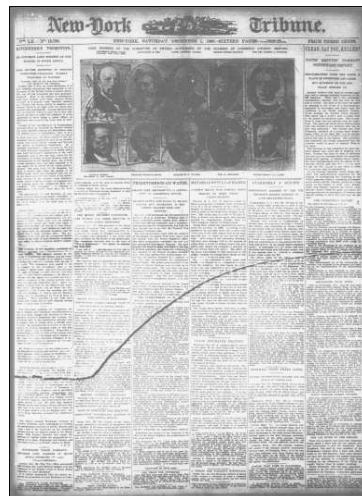


Figure 49 – A front page from Adevărul published June 22, 2009, and another from the New York Daily Tribune published Dec. 1, 1900.

ACTIVITY

Take a look at some of your local, regional and national newspapers.

Answer the following questions:

- What do you like about their layouts?
- What don't you like?
- How would you improve them?

Can you describe in words what you thought was good or bad about them, or was it just a feeling you got from looking at them? It can be hard to describe why something looks good or bad – sometimes you just know it when you see it. Design is an art.

Layout, at its most basic, is your strategy for getting people to pick up, purchase, or simply read what you have written. The question is: how do you do that most effectively?

You need to plan the positioning of each newspaper element by, among other things, choosing the styles and sizes of headlines desired, the kinds and sizes of type to be used.

Why is it important? If your newspaper is not easy to read, it doesn't matter how good the writing is – nobody will read it. People are visual. You have three seconds to make an impression.

If the information in your newspaper is not presented properly, your reader will be confused, and will stop reading.

Your most basic job as a newspaper designer is to make a reader:

- Pick up your newspaper
- Read the content on a page in the order you want him/her to read it
- Stay interested

People will look at the left side of a page before the right side, and the top before the bottom.

People will look at a picture before words.

People will look at bigger things before smaller things.

People will look at things that are easy to see before things that are harder to see.

Layout is a crucial element of presenting information, but you must remember the most important rule: Content dictates design.

So, even though layout is a critical piece of the puzzle, it is always the secondary piece. A bad story is a bad story, no matter how well it is laid out.

Never do something just because it looks good. Does what you are doing improve the reader's ability to understand what you are trying to say?

Your audience also dictates design. So, for example, readers of the *Christian Science Monitor* (See *Figure 49*) might prefer more text than fancy graphics or lots of photos.

Everything is designed in a certain way for a certain reason. “It looks cool” is not a reason.

Think about the following when you are designing your layout:

- Why do you want someone to look at something first?
- Why does your layout help make the information easier to see and understand?

One way to get people to look at our newspaper is to use **modular design**. There are lots of ways to lay out a newspaper. Most of them are complicated and difficult, though.

The most basic and easy way to achieve good newspaper layout is to use simple, rectangular shapes, and fill them with content that is easy to see. We can call these rectangular shapes modules.

Non-modular layout uses shapes that are not rectangles, like L-shaped columns that jut out into other parts of the newspaper. The reader’s path is not as clear, the page looks unplanned, its harder to design and it’s not as easy to read.



Figure 50 – Think rectangles.



Figure 51 – Christian Science Monitor readers expect something different than readers of a foods section.

News elements are broken into two categories:

Some examples of **text**:

- Headline
- Subhead
- Byline/dateline
- Body copy
- Photo caption
- Pullquote
- Jump

Some examples of **art**:

- Photo
- Graphic
- Sidebar
- Box
- Advertisement
- Illustration
- Game

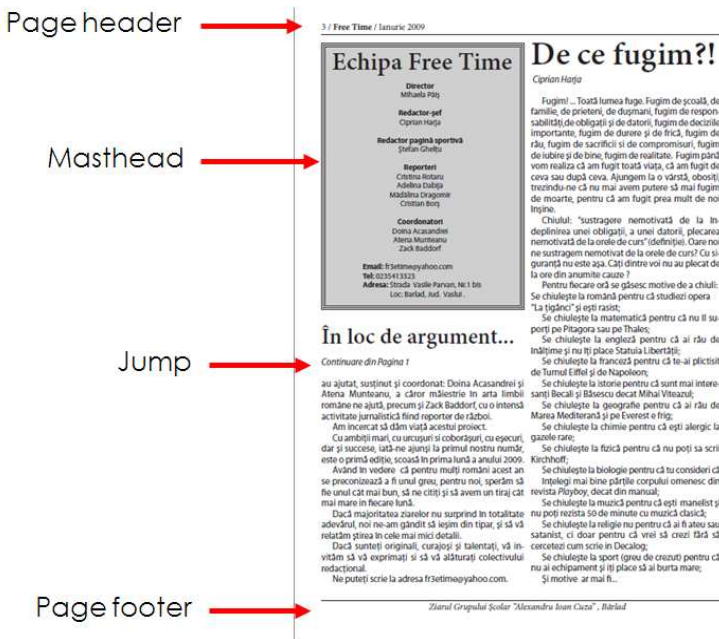


Figure 52 – A page of Free Time used to illustrate various elements that comprise a newspaper.

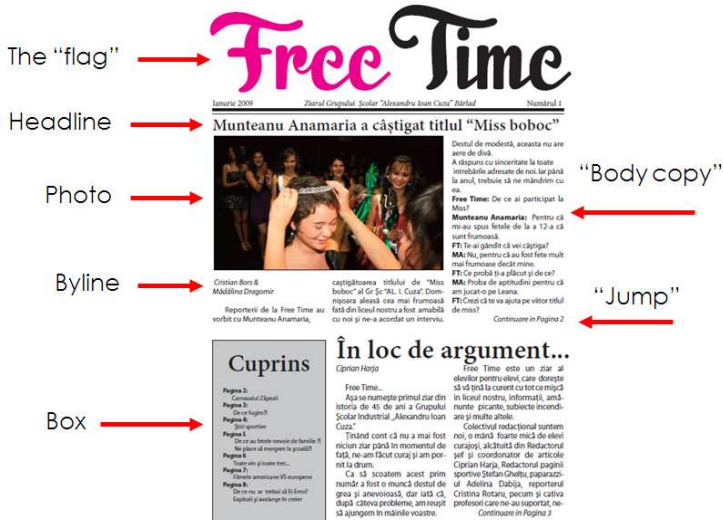


Figure 53 – A page of Free Time used to illustrate various elements that comprise a newspaper.

ACTIVITY

Take another look at the newspapers you bought. Answer these questions:

- What elements can you identify in your pages?
- Why do you think those elements are there, in that order?
- How do the elements on your pages help or hurt your understanding of, or interest in, what those pages have to say?

Newspaper pages are broken up into vertical rectangles called **columns**. Most modern newspapers have three to six columns per page, depending on the size of the paper they use. Normal body copy will be laid out in one or more separate rectangles, each one column wide. Other things, like headlines, photos, graphics, sidebars, etc, can go across multiple columns.

When multiple articles appear on the same page, try to vary the number of columns in each article so you can not draw a straight line down from the top of the page to the bottom.

Gradually make changes. If you change your newspaper all the time, how will readers know it's their paper? Don't change everything all at one time.

There are rules for design but don't be afraid to experiment. Just try to make it look good. For beginners, stay with clean modular layouts.

Modern newspapers also use plenty of **white space** to make it easier for the reader to see and read the content. Too little white space makes it very hard to see. Too much white space looks like you haven't finished your page.

Art and text work with each other. Your art will say something to the reader that the story itself does not or cannot. Your art can draw attention to the story (e.g. a large front-page graphic), explain something in the story more clearly (e.g. a sidebar), and show a particular part of the story visually (e.g. a compelling photo). But it must do something.



Figure 54 – White space is all over this page.




Figure 55 – This page from Free Time has three columns in the first article and one column in the advertisement.

CH THROUHS: Thills and no spills in tubing CH NIA: Hawks fly past Critics CH

SPORTS

MONDAY, JANUARY 25, 2009

Big Ben not a rookie
Pittsburgh's QB looking to jump starting of week



A dynasty?

NO Two more wins give the Patriots three championships in their four seasons. Does the team's success mean it will judge a true dynasty, among the greatest ever?

YES The Patriots have won three championships in four seasons. Does the team's success mean it will judge a true dynasty, among the greatest ever?

Saints take advantage of penalties

Baie Comeau snaps Mainiacs win streak

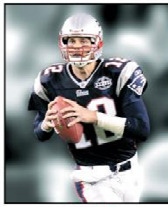
DEFENSE, DEFENSE

OVERROMMLIENAMES

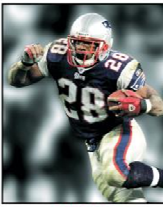
10 SPORTS ILLUSTRATED FEBRUARY 23, 2009

What got them here?

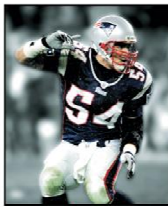
Few teams in NFL history have embraced the team concept like the New England Patriots during Coach Bill Belichick's tenure. They've produced the success to win a possibility that Roger Goodell has four years to authorize to advance Belichick. Clean play at quarterback, a running game that gets the most of play time, and a regular, successful defense.




THROUGH THE AIR



ON THE GROUND



DEFENSE, DEFENSE



OVERROMMLIENAMES

Figure 57 – These two sport pages are creative and achieve their goal. The page on the left is a comparison of views between two sports writers, made evident by the question and then the big “No” and “Yes.” The page on the right is focusing on the players and the layout makes that very clear.



Figure 58 – Ronald Reagan’s death. Do you like how simple this layout is?

Make sure you limit your newspaper to two or three fonts. Your newspaper should have a standard appearance. The font used on headlines should generally always be the same font. The same goes for body text and captions. Make sure you pick fonts that are easy to read.

ACTIVITY

Go and buy some local newspapers. Take a look at their layout. Some of them may be excellent, but others may need some extra work. You can learn from their accomplishments or from their failures.

Answer the following questions:

- Do they work?
- What do you like about them?
- What don't you like?
- How would you improve them?

MANAGING A SCHOOL NEWSPAPER

Translation by Beatrice Manolache from Roman

If you are just starting a high school newspaper team, you'll probably need to go through the following steps:

1. Forming a Team
2. Establishing Roles
3. Organizing Work flow
4. Deciding Mission
5. Deciding Design
6. Setting Schedule
7. Evaluation

FORMING A TEAM

If you don't have a team, find a core group of students who are motivated and committed. Try to find several teachers to help out. Establish mutually agreeable times when all newspaper team members can meet. It's

Consider using advertising around school to recruit students. Try to find a broad range of students. Try to include more younger students who will be able to continue working at the paper for longer

Your newspaper team will require the following basic equipment: a computer, a printer, and a camera. You should install the following programs on your newspaper computer: Adobe Photoshop, Adobe Lightroom, Quark Xpress, AMP Font Viewer, Microsoft Office, Bullzip, and a collection of about 1,000 fonts.

ESTABLISHING ROLES

The Chief Editor should be responsible for the following:

- Working with Reporters/Photographers
- Assignments for articles and photos
- Determine opinion/monthly columns
- Deciding what articles are needed
- Editing articles for spelling, grammar, content, and length
- Working with the Layout Editor and Photo Editor on design and photo needs
- Establishing deadlines

The Photo Editor should be responsible for the following:

- Going through photos submitted
- Selecting the best photos
- Determining how they work in the layout
- Putting together photo stories
- Determining photo needs
- Working with Editor and Layout Editor

The Layout Editor should be responsible for the following:

- Determining what goes on the front page
- Creating the font scheme
- Creating interesting layout designs
- Determining what story goes on what page
- Working with Editor and Photo Editor
- Working with Reporters/Photographers on layout as possible

The Writers and Photographers should be responsible for the following:

- Writing/taking photos
- Turning in work by deadline
- Working with editors to revise work as necessary

Additional Editors may be necessary depending on the size of your newspaper team. Empower the members of your team by giving them titles and responsibilities.

The Advisor should be responsible for the following:

- Managing, leading and training
- Guiding the students through the process but letting them do the work and assisting as problems come up
- Ensuring deadlines and other expectations are reasonable and achievable
- Making sure they keep on track with deadlines
- Providing expertise when possible
- Contributing ideas
- Helping them think ‘outside of the box’

ACTIVITY
<i>Spend five minutes writing down three (or more) things you’ll do to form your newspaper team.</i>

ORGANIZING WORK FLOW

You need to make it clear in your newspaper team who is responsible for what. To do this, create a work flow chart. If there is an issue with work flow, e.g. an editor isn't doing his job, talk with the editor.

Sample Work Flow:

- Director
- Advisor
- Chief Editor
- Layout Editor
- Photo Editor
- Reporters/Photographers

The school director should review/edit/approve only after you've approved the paper.

The advisor should review/edit/approve only after the editor has approved the paper.

The chief editor should review/edit/approve after his sub-editors have approved the paper.

Follow the organizational structure to maintain responsibilities and self-reliance. Advisors should be available to help as needed.

Consider requiring each member of the newspaper team to bring in three story ideas per meeting. Try to think of different angles. Try to get your students to write about topics that interest them.

Brainstorm around a single topic. For example, a discussion about the school soccer team could lead to a story on the coach, on teamwork, on the next match against a rival school, on physical fitness, etc.

Ask the newspaper team members what their friends are talking about, what they did over the weekend, hobbies, etc.

Focus on people. If someone writes about you, then you'll probably want to read it. Consider a section entirely about students. Feature different perspectives by students each edition in the form of opinion columns.

Sample Story Ideas

- What universities do students want to go to? And why?
- Tips on staying physically fit and healthy.
- Favorite snack foods. Food recipes -- after-school snacks
- Shadow community professionals -- interview them about their careers, etc.
- Profile famous alumni
- Find out about historical places near school; profile school's history.
- Run a trivia contest in every issue.
- Interview teachers who graduated from your campus.
- Sound off -- pro & con about an issue (with headshots of interviewees).
- Project stories on health issues such as anorexia or diabetes.

- Parents' careers and the world of work.
- Students in the digital age.
- Clubs and organizations
- Counseling services
- Athletics and how to get involved
- Social events - winter ball, etc.
- Tips and interviews with teachers on ways to succeed
- Personal columns and editorials on topics of interest to new students (limit these)
- What to wear, school dress codes, etc.
- Safety and security tips
- Photos of various sports, student leaders, administrators
- Editorial cartoons
- Map of the school (graphic)
- Ads for various school groups. Offer on a first-come, first-serve basis to any school club or organization until we reach our limit. Students design the ads to the specs of the individual groups.
- Staff box, crediting the journalism students with their work

DECIDING MISSION

The advisor should have a discussion with the school director to determine exactly what the director wants and expects. The paper represents your school and is your director's responsibility so you may be required to have the paper approved by your director.

The advisor should work out the details out well in advance with your director, especially how much time he/she needs

to approve the paper. This process should be explained to students.

Regularly ask: "Are we writing stories that reflect the entire school and not just one group of students?"

Questions to ask/discuss amongst team:

- What do students want/expect?
- What does your director want/expect?
- What should be covered?
- What realistically can be covered?
- Write the answers down and post them as a sort of mission statement.

DECIDING DESIGN

Encourage the editors to keep the design simple and clean. Follow the example of other newspapers that you know are well designed. Even if you're not an expert in design, you know what looks good and what looks bad. If a layout editor is having a tough time, encourage other students to help.

ACTIVITY
<p><i>Compare your last edition to local, national and national newspapers. Answer the following questions:</i></p> <ul style="list-style-type: none"> ■ How does your newspaper's design compare? ■ What elements of the other papers do you like? ■ Which newspaper stands out? Why? ■ Are there some ideas that you could use?

When organizing the paper, remember that the most important information goes on the front page. You should also consider establishing regular sections and features. If one student is responsible for the sports page every edition, for example, that makes it easier for the editors to know how many pages the entire newspaper will be. The designs for each section should stay the same.

Create special sections, like for a Winter Ball or graduation at the end of the year, allowing you and your newspaper team to be more creative.

Discuss the design with your team in your newspaper meetings.

SETTING SCHEDULE

You need to establish a schedule for all deadlines prior to the start of working on your newspaper.

Sample Schedule

Week One

- Brainstorm story ideas at editorial board planning session
 - Coming up with story ideas is a continual process
- Assign stories, photos and art.
- Talk about angles of each story
 - Reporters write up questions to ask people
 - Reporters decide who they will interview (3 people minimum, typically)
- Interview, research, write, photograph.

Week Two

- First draft is due Wednesday to editors for review.
- Editors edit and provide back by Thursday
- Second draft is due on Monday in Week Three
- Any available photo/art accepted for placement.
- Articles are finalized

Week Three

- Final article/photos are due from reporters/photographers on Monday
 - Exceptions for articles and photos of events taking place the week before press.
- Editors make final revisions, working with reporters/photographers
- Layout Editor works with Photo Editor to place in the layout
- Paper presented to Advisor on Friday as they would have it printed (no errors)

Week Four

- Advisor presents changes to editors to change on Monday
- Advisor works with editors to make final changes
- Advisor presents to school director on Tuesday
- Director presents changes on Wednesday
- Allow more time for director's changes during first few editions
- Editors make final changes
- Newspaper printed on Thursday and distributed

Establish these dates for every edition so that everyone knows what is expected. The schedule probably won't go perfectly but do try to anticipate and overcome any

problems. Make sure to consider holidays when establishing deadlines and schedule for each edition. Don't expect students to work during the holidays, for example.

You should also plan for major events when selecting stories, for example a story on graduation at the end of the school year. You know in September when that story will be happening.

EVALUATION

Hold an evaluation session with newspaper team immediately after publication. Ask the following questions:

- What did everyone like about the newspaper?
- What didn't everyone like?
- What could have been improved in the process?
- What was the best story?
- What got students interested in reading?

Learn from your successes and mistakes.

Good luck!

ACTIVITY

Think about your role on your newspaper team. Answer the following questions:

- What do you plan to accomplish in one month?
- What do you plan to accomplish in three months?
- What do you plan to accomplish by the end of the school year?

APPENDIX

Translation by Otilia Doboş from Piatra Neamţ

Content:

- News Article Rubric
- Opinion Article Editing Rubric
- Feature Profile Sheet

News Article Rubric

Check the box if the item is found in the story.

Story Includes:	Yes	No
Headline		
Lead		
Who?		
What?		
When?		
Where?		
Why?		
Summary or Final Detail		
Clearly Written		
Personal Opinion Omitted		
Accurate Information		
Correct Spelling and Grammar		

How effective was the article in communicating the information about the event?

What would you have improved?

Other comments:

Opinion Article Editing Rubric

- What is your overall impression of this column?

- Is the article timely?

- Does it have a focus? Is it focused enough? Explain.

- Is there a local angle?

- What facts are included?

- How passionate is the author about this topic?

- How unique is the author's 'voice'?

What is the author's conclusion or solution?

Feature Profile Sheet

Created by Carole Wall-Simmons for her Intro to Journalism course taught at Wornall Campus Notre Dame de Sion School of Kansas City

Physical Characteristics

Facial features

- Something unique, distinguishing
- Fine, delicate, or rough face? Thin or wide mouth?
Puffy or bony cheeks?
- Eye color.

Skin complexion

- Is the texture chalky, tanned, chocolate, wan?

Hair color and style

- Is it thick and oily, thinning or receding? What color is it? Is it shiny black?
- How does he wear it? Crew cut, parted, slicked down?
- Does he have facial hair? What kind?

Physical stature

- How tall is he? How much does he weigh? Is he fit?

Clothing

- What colors does he prefer? Does he tend to dress in dark basics, bright solids, or pastels? Does he prefer a particular style?
- Does he normally wear a hat? Is it a 10-gallon cowboy hat, or a bowler?
- Does he wear a necktie? What kind -- wide, narrow, bolo, dark or plain? A bowtie?
- What kind of shirt? Traditional, or brightly colored? Cufflinks?
- Jewelry? Is that jewelry symbolic, like a cross? Gaudy, like a diamond necklace?

- Eyeglasses or contact lenses? What kind/style?
- State of clothing: rumpled or well-pressed?
- What kind of shoes? Are they well-kept (polished or scuffed)?

Habits

- Does he smoke? How much? Cigarettes? Cigars? Pipe tobacco? Kings or 100s? How does he hold the cigarette? How does he inhale and hold the smoke?
- Does he have nervous ticks? Does he nod and jerk his head or tap his pen on the desk? Does he chew his lip or bite his fingernails?
- What does he do with his hands? Are they clasped, scribbling, “talking?”
- Does he squirm, or sit calmly?

Posture

- Does he slouch or sit/stand upright? Are his shoulders squared or slumped?
- Does he walk with his head down, or his back straight and his head held high?

Voice and speech pattern

- How does the voice sound -- high and squeaky? Low and guttural? Husky? Gritty?
- Is the manner of speaking gruff or whining?
- Does the volume tend to be loud or soft?
- Is there a noticeable accent?
- How precise is his grammar? Does he speak in flawless grammar, normal conversational English, or does he misuse words, use slang and very poor grammar?
- What is his speaking pace -- fast, rhythmic, slow?
- What is his style -- flowery, blunt, rambling?

Overall physical impression

- Does he resemble someone famous?

- Does he appear to fit a classic occupational stereotype? Does the police chief look the image of an Irish policeman?

Surroundings

Where does he work?

- What does his office look like?
- Does he have symbolic knickknacks on his desk?
- Does he keep pictures of his family?
- Is his office/desk cluttered or fastidiously neat?

References

What his colleagues say

- How do his co-workers, friends and enemies rate his professional competence?
- Is he considered brilliant or pedestrian?
- Is he the type of genius who forgets to tie his shoelaces? Can he carefully balance his office's budget, but leave his personal budget in shambles?
- Does he have a sharp or photographic memory? Does he have to write notes to himself to remember even major items? Does he lose the notes regularly?
- Does he have a "natural" instinct that assists him in his job?

Dreams

What he hopes to accomplish

- Is he doing what he always wanted to do? If not, what was his original dream?
- Is he ambitious? What are his ambitions?
- Philosophically, what does he hope to accomplish in life?

Present Status

What makes him of public interest?

- What, exactly, does he do?
- How does he do it?
- How do others rate his performance?
- What are the frustrations and rewards of his job?
- Is he happy about his function?
- Anecdotes about his job.

Personality

Expression

- How does he express himself verbally? Is he gruff or salty?
- Does he direct or indirect?
- How energetic is he? Is he nervous or calm by nature?
- What is his temper? Does he rarely lose it? Does he have a short fuse?
- How does he generally interact with others? Is he somewhat shy and reticent? Is he pushy or domineering?
- Does he have a sense of humor? Is he fond of practical jokes?
- Does he laugh often at himself? At others?
- Is he self-confident? Does he boldly proclaim his views, even when unpopular? Does he appear arrogant or meek?
- Does his public image agree with his private character? Is he often grim and angry publicly, but good-humored away from the public eye? Or vice versa?
- Is he easily discouraged, or stubborn, perhaps bull-headed? Does he seem to enjoy battling long odds?

Anecdotes/Insight Material

Amusing, informative or profound incidents/mileposts & observation from:

- The subject himself. Friends and family member. Co-workers and peers. Adversaries.

Background

Bio stats as they apply to your story

- When and where of birth; parents' names?
- Dates and places where he has lived? Present residence?
- Education? Honors/awards?
- Spouse? Date of marriage? Children and ages? Family accomplishments?
- Highlights of childhood?
- Military service?
- Religious affiliations and activities?
- Chronological account of career?

SOURCE MATERIAL

Translation by Otilia Doboş from Piatra Neamţ

The vast majority of the material in this book was created from personal and professional experience by the book's contributors.

However, in some cases, other material was used to contribute to a fuller understanding of how to produce a high school newspaper. This content, to include photos and text, is permissible for use in this book under Fair Use as specified under Section 107 of the Copyright Act. This book is a non-profit venture with limited printing that will have no discernable effect on the market value of the copyrighted material. Further, the amount of copyrighted content reproduced was minimal.

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Most of the photos included in this book were taken by Zack Baddorf and Olivier Boulot.

Logon to <http://video.google.com/videoplay?docid=-1993368502337678412> to watch a video about bias of gender in the media. Link provided by Katrina Peck.

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