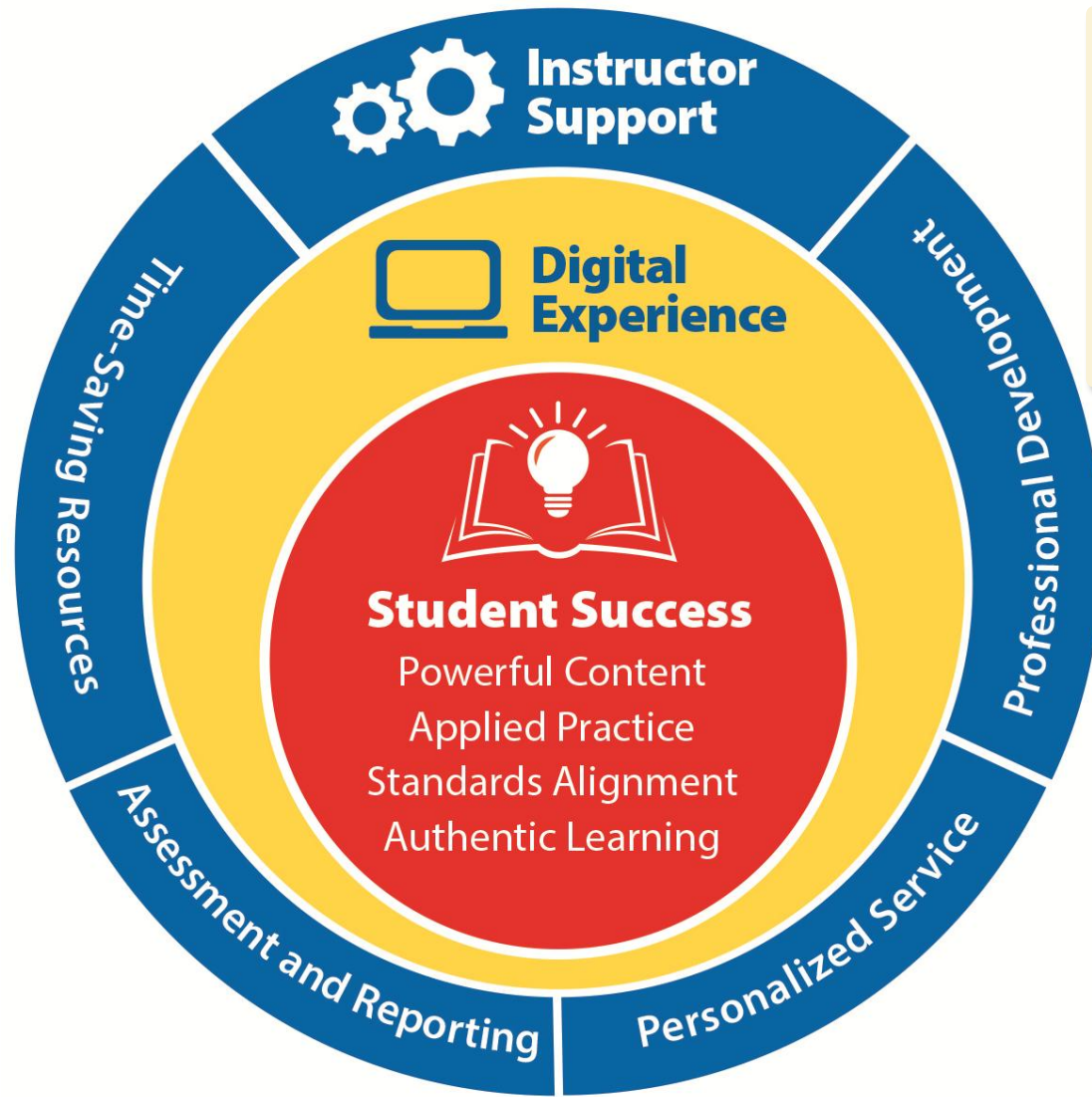


***Journalism: Publishing Across Media***



**Designed by Educators, Built for Educators**



**Student Success Is At the Heart of What We Do**



\*Shown are examples across various titles

- ✓ Prepare for class
- ✓ Reinforce new concepts
- ✓ Assess learning

**Ready-to-Implement  
Online Instructor Resources**



## Journalism: Publishing Across Media Lesson Plan

Instructor:  
Course:

Date:  
Unit:

### Chapter 1: Bringing Information to an Audience

#### Chapter Learning Outcomes

- 1-1 Explain how journalism is different from other types of communication.
  - What Is Different About Journalism?
- 1-2 Summarize what a journalist does.
  - Who Is a Journalist?
- 1-3 Discuss decisions journalists make because they know their intended and unintended audiences.
  - The Audience: Who They Are, Why They Matter
- 1-4 Identify ways to learn about your audience.
  - How Do You Learn About Your Audience?
- 1-5 Explain ways to bring information to an audience.
  - Avoiding Impartiality

#### Essential Questions

What does a journalist do?

#### Instructional Resources

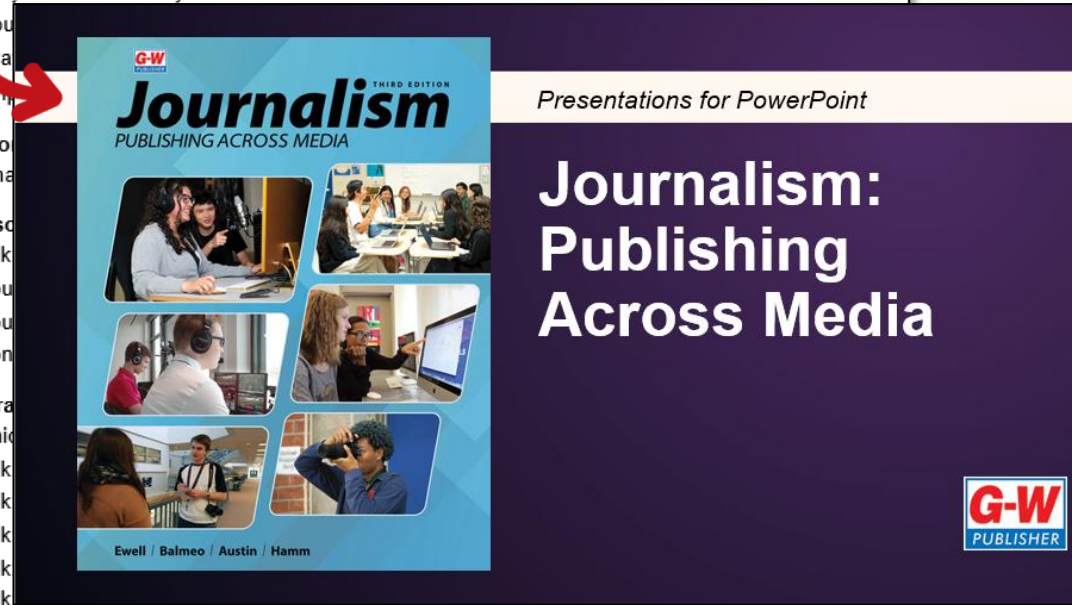
- Textbook/eBook
- Instructor Resources
- Instructor Resources
- Other instructional materials

#### Resources for Practicing Skills

- Digital Companion
- Textbook/eBook
- Textbook/eBook
- Textbook/eBook
- Textbook/eBook
- Textbook/eBook
- Textbook/eBook

#### Writing and Rereading; Playing with Tense

- Online Learning Suite: Additional Chapter 1 Handouts: The Last Thing a Fish Discovers Is Water, History



**Lesson Plans, PowerPoint Presentations, and Answer Keys**



# Print • Digital • Bundle Options Available



Blackboard<sup>®</sup> D2L  
**BRIGHTSPACE**  canvas

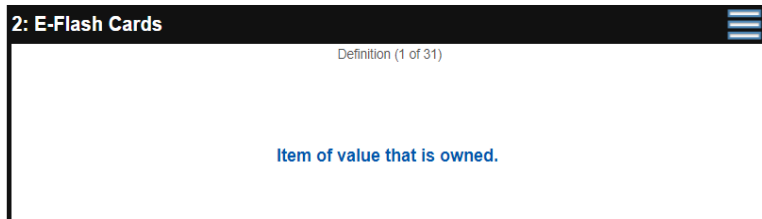
 moodle  schoolology<sup>®</sup>  Additional  
LTI-Compliant  
Platforms

**Clever**   
ClassLink

  
**1EDTECH**  
CERTIFIED

  
Google Classroom

## LMS and CMS Integration Easy Navigation



## E-Flash Cards & Vocabulary Practice

### 2: Vocabulary Game

Select a point value. Choose the term that matches the definition. Score: 800

<input checked="" type="radio"/> 100	<input type="radio"/> 100	<input type="radio"/> 100	<input type="radio"/> 100
<input type="radio"/> 200	<input type="radio"/> 200	<input type="radio"/> 200	<input type="radio"/> 200
<input type="radio"/> 300	<input checked="" type="radio"/> 300	<input type="radio"/> 300	<input type="radio"/> 300
<input type="radio"/> 400	<input type="radio"/> 400	<input type="radio"/> 400	<input checked="" type="radio"/> 400

**Definition:** Act of giving money, goods, or services to meet the needs of others and supporting organizations and causes that are important to an individual.

- pay yourself first
- variable expense
- recordkeeping
- philanthropy

**Check Answer**

## Interactive Activities

### Journalism: Publishing Across the Media: Journalism Style Quiz

Name:  
Date:  
Class:

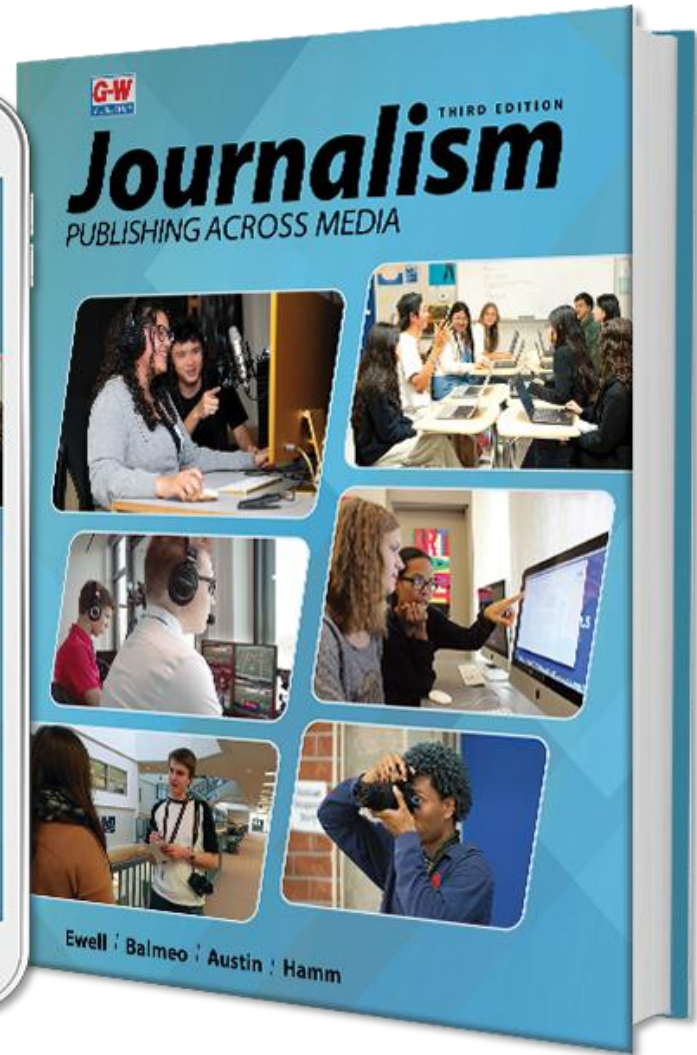
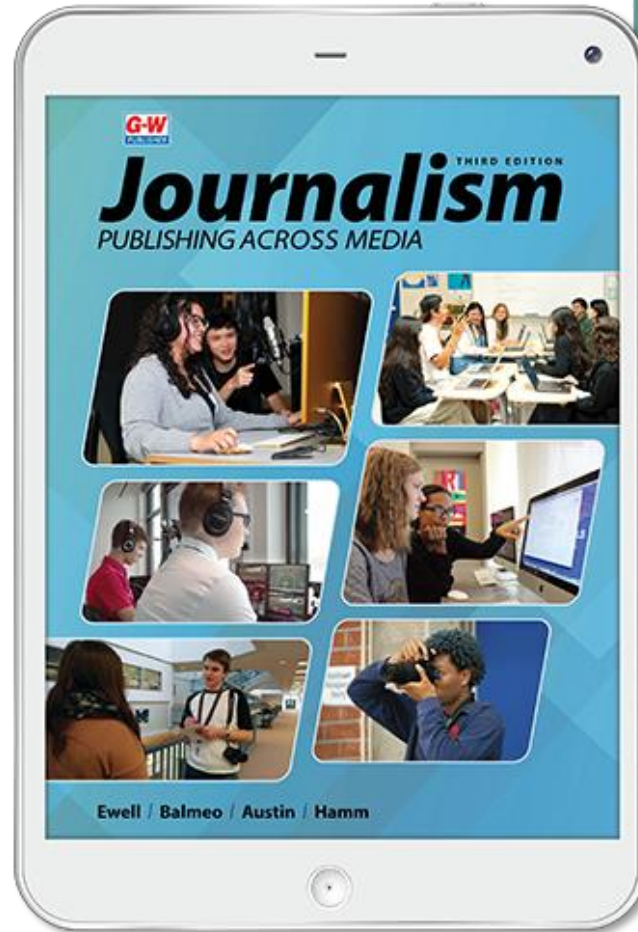
#### Journalism Style Quiz

*Instructions: Read the story. Following the AP Stylebook, write any necessary corrections for each line. If no corrections are needed, write correct.*

Lines	Errors
Four fighting Irish forensics	1. Answer:
team members, Seniors David Hunt	2. Answer:
and Hector Martinez and Juniors	3. Answer:
Aisha Chopra and Karen Simon, will	4. Answer:
advance to the US Speech and Debate	5. Answer:
Tournament in Dallas May 4-5.	6. Answer:
Hunt, Martinez, Chopra, and	7. Answer:
Simon were propeled to the national	
competition when the fourensics team	
brought home 5 gold medals from the	
New York State forensic league state	
championship tournament in Mineola,	
NY, Apr. 12.	
Sophamore Kanye Jackson's gold	
added to the total	
"It is amazing to have 4 students	
go to Nationals. I'm proud of the	
whole team." English department	
	11. Answer:
	12. Answer:
	13. Answer:
	14. Answer:
	15. Answer:
	16. Answer:
	17. Answer:
	18. Answer:

## Digital Activities

# Integrate G-W Digital Resources



**©2026, 3<sup>rd</sup> edition, 656 pp.  
by Ewell, Balmeo, Austin, Hamm**



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## Student Textbook



## Learning Outcomes

After reading this chapter, you will be able to:

- 2-1 List the seven news values that help you identify strong story ideas for your audience.
- 2-2 Give examples of how a journalist can incorporate news values into a story to make it stronger.
- 2-3 Identify ways to find story ideas including beat reporting, the professional press and direct observation.
- 2-4 Develop and pitch your story ideas.

## Key Terms

beat	news value
conflict	oddity
dominant story	pitch
enterprise stories	prominence
human interest	proximity
impact	scoop
local angle	stale
news aggregator	timeliness
news cycle	tone
news peg	

### Before You Read ...

A sentence is a group of words that expresses a complete thought. In the English language, a complete sentence is structured, or built, to have a subject and a predicate. The subject is the person speaking, or the person, place or thing a sentence describes. The predicate describes the action or subject's state of being. Select three sentences in this chapter. Identify the subject and predicate in each. Exchange your sentences with a partner to check each other's work.

# Chapter-Opening Materials

## MEET THE PROFESSIONALS

### Bill Plaschke



*Courtesy of the Los Angeles Times*

"Only in journalism can our words mean so much. Only in journalism can we use those words to change the world," Bill Plaschke told 3,000 student journalists at a Journalism Education Association convention.

Plaschke, a sports columnist at the Los Angeles Times since 1996 and a regular panelist on the ESPN daily talk show "Around the Horn," has been nominated for a Pulitzer Prize and chosen as the Associated Press National Sports Columnist of the Year nine times. He has authored six books.

He says journalism is "one of the toughest businesses in the world, but one of the coolest businesses in the world, a business that still makes millions of dollars and reaches zillions of people."

Here's Plaschke talking about how he got started in journalism:

"Growing up in Louisville, Kentucky, I went from a tiny Catholic grade school to this giant public high school called Ballard. My parents weren't rich, I didn't know

## FOR THE RECORD

### A Citizen Journalist?



When Pakistani IT consultant Sohaib Athar tweeted from his home in Abbottabad before 2 a.m. on May 1, 2011, that he heard helicopters and an explosion, he was unknowingly reporting the U.S. Navy SEALs' attack on Osama bin Laden, mastermind of the 9/11 attacks. Athar's Twitter feed had about 750 followers. Was he a citizen journalist?

The night Osama bin Laden was killed, Sohaib Athar tweeted @ReallyVirtual.

His tweets were retweeted many times among people with slightly larger followings — generally in the thousands — including several journalists. Were they all acting as journalists? Were they broadcasting or publishing news?

More than five hours after Sohaib Athar tweeted about the sound of helicopters, blogger Chris Applegate pointed out that Athar appeared to have live-tweeted the raid without knowing it: "Wow. Turns out at least one person, @ReallyVirtual, inadvertently liveblogged the raid in Abbottabad earlier today."

Applegate may have been the first person to put Athar's tweets into the context of Osama bin Laden's death. Was he acting as a journalist? Was he the first journalist in this chain, or one of many?



## CASE STUDY

### Which Media Should You Use?



Choosing the best media for a breaking story is a crucial decision. But it is not a simple one. It requires you to know your audience, which types of media they consume and on what devices, as well as the story you are reporting. You may use multiple media forms to tell a breaking news story to more than one audience.

You and several members of the journalism staff are working after school on a rainy Tuesday when an urgent voice on the loudspeaker announces that all students, teachers, parents and coaches must leave the campus immediately by walking, not driving, off campus. "Collect your valuables and walk to either the west or south entrance. Repeat: Leave cars behind."

A rock-lined water channel, which students refer to as "the moat," edges your campus, Monte Vista High School, on two sides. Two sturdy, concrete bridges meant to carry cars and trucks and one narrower pedestrian bridge span the moat, but the only other exits from your campus are across soggy athletic fields and through chain-link fences. Earlier that day, the water in the moat, flowing a steely gray, came only about halfway up the side of the channel, eight feet below its top.

What do you as a journalist do first?

First, you comply with the order to evacuate. Your safety and the safety of those who might need to rescue you are more important than the story. Pack your personal things, your journalism cameras and laptops and prepare to exit the campus on foot as you were instructed.

If your publication frequently communicates through social media or a website, take pictures or videos of your staff hustling out of the journalism room into the rain. You can use your phone for this. Capture the audio of the announcement when it is repeated.

Then post the pictures and sound clips online as you walk. Include this text:



The MV Chronicle @MV\_C • Nov. 8  
4:12 p.m.: An announcement came

## Special Features

**YOUR TURN**

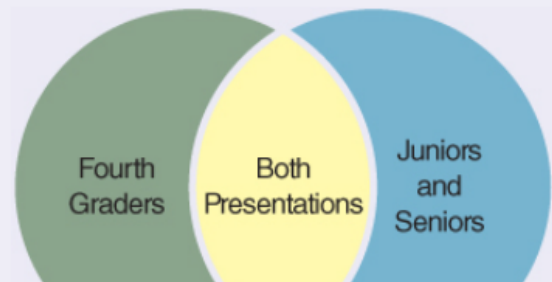


Think about your audience for these school assignments. You have been asked to give two presentations on the atomic bombings of Hiroshima and Nagasaki. The first presentation will be to a class of fourth graders, that is, 9- and 10-year-olds. The next presentation will be for a class of high school juniors and seniors.

Base your presentation on the information or in a small group, create a Venn diagram. The intersecting center of the Venn diagram will be presented to both groups. On the right, include commentary that will be presented only to the left, include explanations, perspectives and details that fourth graders should know, but that you do not want to present to high school students.

Now imagine the visuals you will use with your presentation. Note which elements you will use with your Venn diagram.

Discuss your group's choices with at least one other group. Explain your choices. Your group's choices may be different from those of another group, but equally intelligent and thoughtful. In this exercise, a respectful discussion in which you listen to others and express your opinions is more important than coming to an agreement.



**AND NOW ... CLOSER TO HOME**  
**Your Ethical Filter**



Publishing a recording of private conversation violates journalism's code of ethics and probably the law. Before journalists publish anything, they should ask: "Whom does this help? Whom does this hurt?" Journalists should know the law and balance the public's right to know against the privacy rights of the individuals involved in the story. A journalist's desire to be the first to reveal something is never a justification for injuring others.

**Look It Up!**

Do you need hyphens in your review of a *cloak and dagger* movie? Do you call the female teacher who heads the English department the *chairman*? *Chairwoman*? *Chairperson*? If your prom theme is "Paris at Night," what do you capitalize in *the city of light*? If your debate team will compete at Fordham University, how many capitals do you need in *new york city*? If the ski team competed in the Catskills Mountains, how many capitals do you need in *new york state*?

Journalists do not guess, yet very few are walking databases of this kind of information. They look up what they are not absolutely sure of. Student journalists need to do the same thing — look it up.

depends on your school's media and style. The stylebook is *The Associated Press Stylebook* online. Your staff leadership should base their style on the school's mission. You should have a stylebook for *World College* on possible of each page are updated each year online.

of its Staff Handbook, your staff adopts. For instance, the AP stylebook 30th edition states, "In general, do not use courtesy titles [such as Mr., Mrs., Miss, Ms., Mx.] except in direct quotations," but your publication's style is to use for adults such titles, plus their first and last name, on the first reference and the title and the last name on subsequent references. For example, "The competition will be organized by the English department chair, Ms. Marlys Nelson . . . Ms. Nelson invites all sophomores to participate."

A publication's stylebook carves out exceptions to the professional stylebook you have adopted and addresses issues that arise often in school life or are specific to your school.

The following Journalism Style Quiz will help you

**Journalism Style Quiz**

**Directions:** On your own paper or document, create a numbered list of 1 through 28. Next to each number on your document, write any needed corrections for the following lines with the corresponding number. If no corrections are needed, write "correct" next to the number.

1. Four fighting Falcons forensics team
2. members, Seniors David Cassel and
3. Hector Martinez and Juniors Aisha
4. Chopra and Karen Carlyle, will
5. advance to the US Speech and
6. Debate Tournament in Dallas May 4—5.
7. Cassel, Martinez, Chopra, and
8. Carlyle were propeled to the national
9. competition when the forensics team
10. brought home 5 gold medals from the
11. New York State forensic league state
12. championship tournament in Mineola,
13. NY, Apr. 12.
14. Sophamore Kanye Jackson's gold
15. added to the total
16. Senior David Cassel, a four year
17. veteran of John F Kennedy High
18. School forensics competitions
19. gathered a gold medal for his ten
20. minute original speach on the
21. importance of intrapersonal
22. communication in a society obsessed
23. with technology.
24. Senior, Hector Martinez captured
25. a gold metal with his policy debate
26. titled The Imporatance of Space
27. Exploration in an Age of National
28. Debt.

**Special Features**

In this Writers' Workshop, you will:

- Use participial phrases to enrich sentences.
- Experiment with the wording and placement of participial phrases.
- Use triplets to add impact to your writing.

## Workshop 2.1 The *ing* That Describes

### Mini-Lesson: Using Present Participial Phrases to Modify

A *present participle* is the *ing* form of a verb: drip/*dripping*, pound/*pounding*, dance/*dancing*. When you use a present participle with the *to be* form of a verb, you create the progressive form of the verb: He is *dripping*. Her heart *will be pounding*. They *have been dancing*. (Journalists avoid this tense wherever possible.) Without the *to be* verb, the present participle becomes an adjective. In this workshop, you will use the participle form as an adjective.

Participial phrases such as *hair dripping*, *heart pounding* or *feet dancing* can be used to modify the noun or pronoun, that is the subject or object of a sentence or clause. They can make an active sentence even more active.

Start with a strong verb — in this case, *kicks*. Create a simple subject/verb/object (SVO) sentence. Use the simple present or simple past tense of the verb. Your sentence should look something like this: *The soccer player kicks the ball toward the goal.*

Participial phrases can be inserted at several places in the sentence, but for now, put them between the subject and the verb. Your sentence should look something like this: *The soccer player, hair dripping, heart pounding, feet dancing, kicks the ball toward the goal.*

### Apply It!

Use the following step-by-step instructions to help you enrich your own sentence.

1. Think of an active verb that you can picture. Write an SVO sentence using that verb.
2. Now list at least four participial phrases to describe the subject of your sentence.
3. Read your phrases aloud, but to yourself.
4. Choose your three best phrases and insert them between the subject and the verb.
5. **Collaboration and Editing.** Read your sentence aloud to a partner. Do you and your partner agree about the order of the participial phrases in the sentence? Where do you want to put your strongest, freshest, most interesting participial phrase?

### Mini-Lesson: What the Participial Phrases Do

Experiment by moving different places in your sentence, before the verb, *heart pounding, his feet do ball toward the goal.* The result is the dripping hair became sentence. Is this where you want it?

Beginning your sentence with a participial phrase lengthens the time it takes to read the sentence. *what* of the sentence. *Branching sentences* (ones that have a main verb) often slow them very sparingly, but they can be used to great effect.

Now try the participial phrase: *The soccer player, hair dripping, his heart pounding, kicks the ball toward the goal.*

The last element of a participial phrase is the reader's mind. The end of the sentence. Do you have anything remaining in the reader's mind?

### Apply It!

Follow these steps to create a sentence with participial phrases.

1. Pick one of the following action verbs and an object:
  - airplane
  - boat
  - horse
  - car
  - sword (or knife)
  - wolf (or other animal)

**Example:** Using the verb *hemmed*, write a sentence.

2. Now improve the sentence. Make them more specific: *tailor's flashing needle*.
3. Create at least four participial phrases to modify the subject of your sentence.

### Examples of participle phrases:

- darting in and out of the crisp satin*
- puncturing the cloth*
- drawing closed the sutures*
- pulling the scarlet thread*



## Recall

1. Name and explain the seven news values. (2-1)
2. Which news value is reflected in a story about the rivalry between two sports teams? (2-1)
3. Explain a news peg. (2-2)
4. What are three main methods to obtain story ideas for student publications and broadcasts? (2-3)
5. What seven items do beat reporters typically know about their beat? (2-3)
6. What are the benefits of discussing and developing story ideas as a community? (2-4)

## Critical Thinking

1. Why is it important to consider news values when choosing stories to include in your news publications, broadcasts and yearbooks?
2. Search publications other than those from your own school to identify three stories that may have been developed by beat reporting. Identify the beat and explain why you think the stories were the result of beat reporting.
3. Examine the coverage in one local publication, preferably a news website, news broadcast, student publication or local newspaper. Using a table like the one shown, identify the news values in six stories. In the first column, list the story's headline or write a *slug* — a one- or two-word description of the story. Place a + in the appropriate columns to identify the news values contained in each story. Is one news value more intense than the others? Highlight that one. Be prepared to explain your choices to your classmates.
4. Working with a partner, write each key term from the chapter on a separate piece of paper. Take turns choosing terms. Describe each term for your partner using prior knowledge and experiences, comparisons or formal and informal language until your partner correctly identifies the term you have chosen. Repeat until all of the terms are used.

5. Look at three or four editions of your publication (or another school's) and evaluate the stories in each to determine which of the traditional beats have been covered well and which ones have been neglected in each publication. List beats that you think your publication or broadcast should have. Use Figure 2.10 as your starting point, but add at least five more specific examples to your school or community.

## Application

1. Find three stories from the professional media that could become strong stories for your publication. Find and accurately summarize each story. Explain how you would adapt the stories for your publication or broadcast.
2. Carry your reporter's notebook (whether physical or digital) for one week on campus and record observations. Create three strong story ideas from your observations. Include the news values. Of the three strong story ideas, which one would you choose to pitch to your editor or adviser and why?
3. In a small group, read — either individually or aloud — four interesting articles you have chosen from the professional press. Brainstorm possible local angles for each one. Identify the news values in each localized story. Rank the story ideas for each example from the professional press according to how strong you feel the story idea is.
4. Imagine you are an editor and have the other members of your group act as reporters who are pitching their story ideas from their beats, direct observation or the professional press. Explain to your group members why their pitch is strong or make suggestions for improvement. Then switch roles; you will pitch your story ideas, and others will react as if they are the editor.

# End-of-Chapter Content



## Journalism: Publishing Across Media 3e,



The **Digital Activities** provide students with Activity files are provided in DOCX format. The activity below.

Journalism: Publishing Across Media: Weekly Story Ideas

Name:

Date:

Class:

### Weekly Story Ideas

**If you do not read it, you cannot write it.**

*Instructions: As you read professional media, look for story ideas for your publication. Then record what you learned and how you might use the professional story to develop a piece that will interest your audience.*

1. Name:

Answer:

2. Date submitted:

Answer:

3. Title and source of article (Name of publication, section and date):

Answer:

4. Summary in three to five sentences. Include info after the jump.

Answer:

5. Pitch your story to your editors. Be as specific as possible, including angle, sources and subject. [Explain the news values of your suggested story]

Answer:

#### 1 Bringing Information to an Audience ▼

The Last Thing a Fish Discovers Is Water

History of Journalism

Mission Statements

Modern Media Convergence and Media

What Is a Muckraker?

Yellow Journalism

#### 2 News Values and Story Ideas ▼

Journalism Style Quiz

Weekly Story Ideas

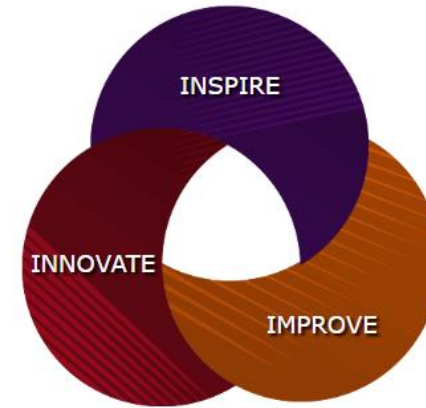
#### 3 Media Law ▼

California's Education Code and the Tin

# Digital Activities



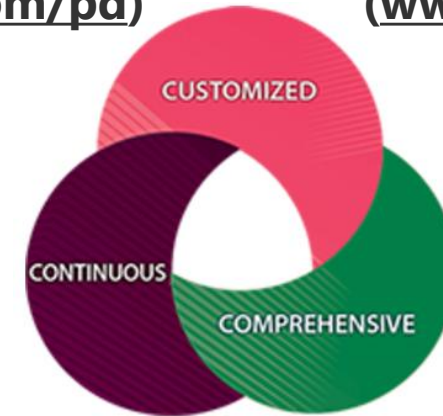
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Type: Infographic / Poster  
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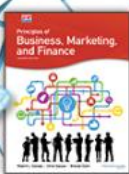
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Type: Downloadable Activities  
Grade: 9-12  
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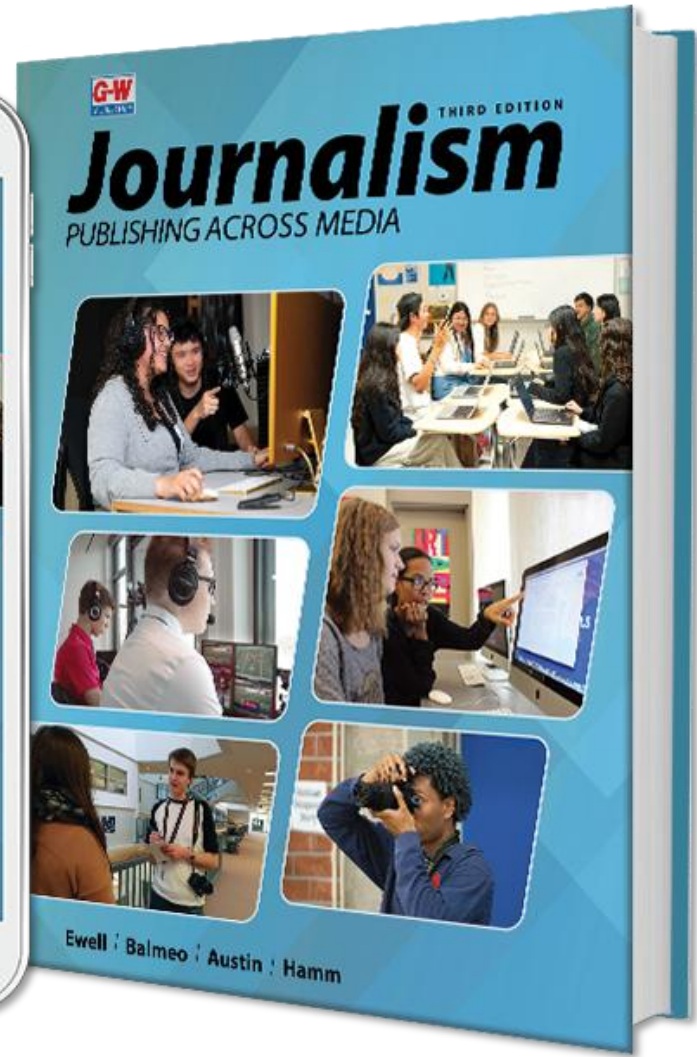
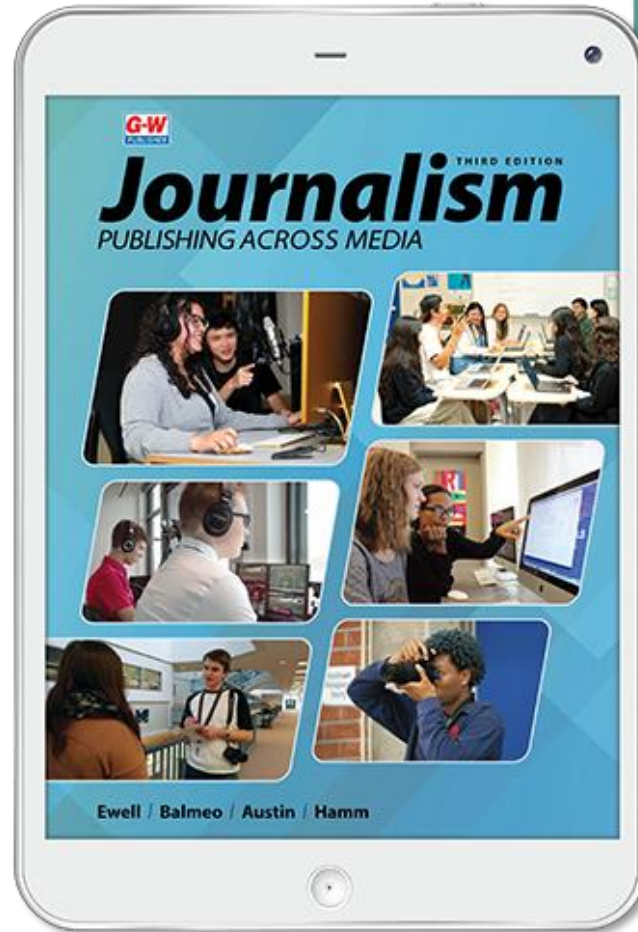


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x

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