

# ELO Online Journalism Instructor Guide

## Table of Contents

---

Introduction to Instructors.....	1
Introduction to Participant Guide.....	6
About the Course .....	8
Course Segments .....	9
Evaluation of Assignments.....	11
Course Segment 1 .....	13
Calendar .....	15
Course Segment 1 Lessons .....	17
Lesson 1: Newsworthiness and Factuality.....	18
Lesson 2: Journalism, Advertising, and Public Relations.....	20
Lesson 3: Reporting News and News Writing.....	22
Lesson 4: News Organizations and the Business of Disseminating News.....	24
Lesson 5: Journalism and Law .....	26
Lesson 6: Journalism and Ethics .....	28
Lesson 7: Common News Beats.....	30
Lesson 8: News Writing Tools.....	32
Course Segment 1 Assignments .....	34
Email (or Discussion Board or Online Chat) Postings .....	35
Journal Entry Assignments.....	36
Course Topics Website Assignment.....	38
Law and Ethics Case Study Assignments.....	41
Code of Ethics Group Assignment .....	43
Peer Critique Assignments .....	45
Comparison Essay – Journalism, Public Relations, and Advertising.....	47
Public Affairs Reporting Criteria Essay Segment Project .....	49
Course Segment 2 .....	52
Calendar .....	54
Course Segment 2 Lessons .....	56
Lesson 1: English Style.....	57
Lesson 2: Public Affairs Reporting Methods .....	59
Lesson 3: Research and Investigation .....	61
Lesson 4: News Analysis and Interpretation .....	63

Lesson 5: Writing and Interpreting Public Affairs Documents.....	64
Lesson 6: Journalistic Skills.....	66
Lesson 7: Writing Practice.....	68
Lesson 8: Rhetorical Strategies.....	70
Course Segment 2 Assignments.....	72
Email (or Discussion Board or Online Chat) Postings.....	73
News Article Assignments.....	74
Reasoning Strategies Handout Assignment.....	76
Editorial Assignment.....	78
Feature Article Assignment.....	80
Journalism Law, Ethics, Values, and Rhetoric Segment Project.....	82
Peer Critique Assignments.....	84
Portfolio Critique Assignment.....	86
Frequently Asked Questions.....	88
Glossary.....	89
Bibliography of Course Readings.....	90

---

## Introduction to Instructors

---

**Welcome**

Welcome to the online English for journalists course offered by the Office of English Language Programs of the U.S. State Department. We are glad you have chosen to work as an instructor, and we hope you find the course material easy to use.

---

**Format of This Guide**

The format of this guide allows instructors to follow the content of the OELP Online Journalism Participant Guide, while providing additional information that instructors need to effectively run the course.

Throughout this guide, information included in the Participant Guide is presented in normal text. Information that is only accessible to instructors reading the Instructor Guide is shaded.

Please note that the Instructor Guide is structured somewhat differently than the Participant Guide, due to the greater level of detail required for instructors.

---

**Optimal Class Size**

The optimal class size for this course is approximately 20 people, though a limited number more or fewer may be accommodated.

---

**Course Scheduling**

While this course is designed to be flexible in terms of start dates, it works best when there is a cohort of participants who begin the course at the same time.

Remember that participants may be taking this course from a variety of locations around the world. The course schedule allows for a five-day work week with two days off between work weeks, but the start date for each course is flexible. Thus, if you are teaching a course in which the enrolled participants are from Muslim countries, you may want to consider beginning the work week on Sunday and ending it on Thursday, out of respect for the Muslim holy day of Friday. If your participants are from Christian countries, you may want to begin the work week on Monday and end on Friday. If your class is mixed, try to accommodate participants as fairly as possible.

---

---

**Overview of Lesson Format**

In this course, one lesson contains roughly the equivalent of one to two days' worth of face-to-face meeting time in a traditional college course. Each lesson may cover one or more topics; a single topic may appear in more than one lesson.

Each lesson in this teacher's guide contains the following elements:

- **Objective and purpose.** Each lesson focuses on at least one measurable or observable learning outcome. Performance standards are included when appropriate.
- **Email Posting.** Each lesson begins with an electronic message posting from each participant to all class members and the instructor. Use this activity to focus participants' attention on the lesson, to create an organizing framework for the ideas, principles, or information of the lesson, or to extend participants' understanding and the application of abstract ideas through the use of example or analogy.

**Note:** This document refers to electronic message postings as "email postings," but they may also take the form of discussion board postings or online chat messages, depending on the instructor's preferences.

- **Input materials.** Each lesson lists instructional materials provided to participants, including citations of required and suggested readings, visual or auditory resources, online presentation materials, URLs with additional information, and so forth. This information must be electronically available to all participants, whether through email, through the course website, through the Benjamin Franklin Library in Mexico City ([www.usembassy-mexico.gov/biblioteca](http://www.usembassy-mexico.gov/biblioteca)), or through another widely available source (such as a newspaper website). Required readings are necessary for class discussion; supplemental readings may offer lesson information in a different way, may go beyond the scope of the lesson, and may offer practice in advanced English reading comprehension.

**Note:** Where readings are available only through an online database, such as EBSCO or Lexis-Nexis, advise participants to contact the Benjamin Franklin Library. The Participant Guide explains, "If you are unable to find the source through the World Wide Web, you may request access to the document through the Benjamin Franklin Library. Submit a document request using their question form (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>). Be sure to make your request at least three work days before the readings are due."

**Note:** The required readings and supplemental readings employed in this course are to be used at the discretion of the instructor. If you find other sources that would work better, feel free to substitute them.

- **Modeling.** Each lesson either provides examples of good journalistic practices and good English writing or asks that participants find such examples on their own. At the instructor's discretion, participants may be given brief homework assignments in which they must label, categorize, compare, or post discussion about the models. Critical thinking and application are encouraged in this segment of the lesson.
-

---

**Overview of  
Lesson Format**  
(continued)

- **Checking for understanding, guided practice, and closure.** Each lesson provides the instructor with suggestions for checking participants' understanding of the material learned. Lessons may include one or more activities or exercises for participants (for instance, online postings or optional assignment drafts), which should be supervised by the instructor and may include peer input, as well. To bring closure to the lesson, the instructor should use his or her comments and responses to reinforce important points, to organize participant learning, to reveal a coherent picture or concept, and to establish links with concepts introduced in the course and in other venues.
  - **Independent practice and assessment.** Each lesson is designed to be reinforced in the course's major assignments, and each lesson explains how the skills and concepts it introduces may be applied to specific assignments. Thus, the participant is able to apply new skills and concepts to situations beyond the lesson itself. Each lesson includes suggestions for evaluating or assessing participants' progress, whether through formal assessment or through postings, peer comments, or email messages.
-

---

**Course  
Segment 1  
Overview**

The first of two 5-week course segments may be most effectively taught from one of two perspectives. If the participants are largely students, this information constitutes an overview of the journalism field, with emphasis on learning the vocabulary of journalism in English. If the participants are largely professionals, this information constitutes a review of the journalism field in English, providing experienced journalists with a chance to ground their English vocabulary in familiar concepts.

In the first course segment, participants focus on three major concepts. One of these concepts is the role journalism and journalists play in developing and preserving a democratic society. Within this concept, participants learn to identify newsworthy events and to differentiate among fact, opinion, and speculation. They discuss the fine distinctions between reporting news and making news, and they learn to distinguish between the major types of journalistic stories. They also learn about the structure of news organizations and how business affects the content and presentation of news, as well as the function of the journalism profession, in contrast with the advertising and public relations professions.

A second concept covered in the first segment of the course is the concept of legal and ethical responsibility among journalists. Participants read, write, and discuss such subjects as objectivity, fairness, professional courtesy, journalistic ethics, libel, copyright, and privacy. They also discuss legal constraints and freedoms related to journalism, and they consider how to respond to government requests for information or the suppression of information.

The third concept discussed in the first half of the course is that of news genres. Participants read, analyze, and classify English-language news, focusing especially on coverage of speeches, meetings, specific types of crime (namely, murder, narcotrafficking, and trafficking in persons), natural disasters, obituaries of public officials, and social movements. Participants also read examples of news advances, news briefs, and features, in order to distinguish between the news stories and other journalistic genres.

---

---

**Course  
Segment 2  
Overview**

The second of the two 5-week course segments may be more applicable to journalism students and professionals who are trying to add to their beats or generally improve their skill in English writing.

In the second segment of the course, participants study two major concepts. One concept is that of journalistic rhetoric and style. Participants read and discuss research techniques, source attribution, Associated Press style, reasoning and logic, clarity, accuracy, coherence, grammar, spelling, readability. Participants develop their critical thinking skills, as well as their skills in note-taking, on- and off-record interviewing, and working with deadlines. Writing skills are also emphasized, particularly writing effective leads, writing single-sentence paragraphs, and using inverted pyramid structure.

A second broad topic covered in this segment of the course is that of reporting public affairs activities. Participants read about and employ techniques for covering governmental news in the executive, legislative, and judicial branches. They learn about investigative reporting, computer-assisted reporting, and news analysis and interpretation. In addition, they write and interpret press releases, public service announcements, and policy statements.

---

## Introduction to Participant Guide

---

**Note to Instructors** This section contains the text of the “Introduction” section of the Participant Guide.

---

**Welcome** Welcome to the online English for journalists course offered by the Office of English Language Programs of the U.S. State Department. We are glad you have chosen to participate, and we hope you find the course useful.

---

**Prerequisite** An intermediate level of English is required. Participants must pass online tests of English grammar, spelling, and punctuation to qualify for the course.

---

**Time Commitment** This course requires a significant commitment of time and effort. Participants should expect to spend five to six hours per week with course materials, communicating with the instructor, and communicating with other participants. Participants should also expect to spend additional preparation time—beyond the required five to six hours per week spent online—doing research and working on assignments.

Each assignment description includes a length requirement, usually expressed as a range in the number of words expected. Participants may estimate one page of text (Times New Roman, 12 point, 1-inch margins) to be approximately 250 words.

Assignments are generally given in two-week increments; that is, from the time the work is assigned, participants will have approximately two weeks to complete the work, and may expect the work to be evaluated within a week or two. *Assignments will overlap*, so participants should budget their time accordingly.

---

**Required Texts and Materials** To effectively complete the requirements of the course, you should acquire or have access to the following:

- Access to a computer
  - Working email address that you can check daily
  - English-to-English dictionary (preferably a *Merriam-Webster* or *American Heritage*)
  - Translation dictionary (*Vox* is a good choice)
  - *Roget's Thesaurus*
  - The 2009 *Associated Press Stylebook* (hard copy or online subscription). Instructions for ordering or downloading the stylebook are available at <http://www.apstylebook.com>.
  - Registration to the *New York Times* ([www.nytimes.com](http://www.nytimes.com)) and *Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)) newspapers' websites and to CNN's website ([www.CNN.com](http://www.CNN.com)). Registration at each site is free. Participants will also be expected to check other free online news sites, such as Yahoo! News or MSN, and news providers, such as the Associated Press ([www.ap.org](http://www.ap.org)) and Reuters (<http://www.reuters.com>).
  - Online readings listed in each lesson
-

---

**Computer  
Software  
Requirements**

To complete this course, you need to have access to a computer that is linked to the internet and that includes some type of word processing software (for example, Microsoft *Word 97-2003*, Corel *WordPerfect*, *OpenOffice*, or others). To ensure that everyone in the course can open and read your work, save your files in rich text format (.rtf).

---

## About the Course

---

### Course Description

Professional and student journalists who participate in this self-paced, online course use online lessons and resources to develop their skills in reading comprehension and interpretation, writing style, and rhetoric in American journalism, with emphasis on public affairs reporting. Participants study news genres, the role of journalism in a democratic society, legal and ethical responsibilities of journalists, reporting public affairs activities, and journalistic rhetoric and style.

The 50-hour course is divided into two 25-hour segments. In the first segment, participants focus on language and the theoretical background of American-style journalism. In the second segment, participants apply the knowledge gained from the first segment to their own journalistic writing.

---

### Course Structure

This course is divided into two segments; depending on your experience as a journalist and your level of English writing skill, you may be interested in taking one or both segments. If you have questions about your enrollment, please discuss them with your supervisor and with a course administrator.

Each course segment consists of eight lessons. Each lesson contains roughly the equivalent of one to two days' worth of face-to-face meeting time in a traditional college course. Each lesson may cover one or more topics; a single topic may appear in more than one lesson.

Each lesson you complete contains the following elements:

- A clear objective and purpose.
  - A mandatory email posting.
  - A set of required readings, plus additional readings as directed by your instructor. All readings are available online, through links posted in the course workspace or by contacting the Benjamin Franklin Library in Mexico City ([www.usembassy-mexico.gov/biblioteca](http://www.usembassy-mexico.gov/biblioteca)).
  - At least one assignment that allows you to practice using written English in a specific context. Your instructor will evaluate these assignments based on an established rubric, and he or she will offer advice and assessment that reinforces the concepts covered in the lesson.
-

## Course Segments

---

### Course Segment 1

The first of two 5-week course segments introduces participants to advanced journalism vocabulary in English and allows experienced journalists to ground their English vocabulary in familiar concepts. In the first course segment, you will develop your professional English skills by describing the role journalism and journalists play in developing and preserving a democratic society, discussing concepts of legal and ethical responsibility among journalists, and reading, analyzing, and classifying examples of common English-language news genres.

In course segment 1, your assignments and discussions include the following topics and subtopics:

- The Role of Journalism in a Democratic Society
    - What constitutes news
    - Distinguishing fact, opinion, and speculation
    - Reporting news vs. making news
    - How news stories differ from features and opinion pieces
    - Structure of news organizations
    - Functions of journalism, advertising, and public relations
  - Legal and Ethical Responsibilities of Journalists
    - Journalism and law
    - Objectivity and fairness
    - Professional courtesy
    - Journalistic ethics
    - Libel and defenses of libel
    - The right of privacy
    - Responses to government requests
    - Freedom of information and copyright
  - News Genres and Beats
    - Advances
    - Speeches
    - Meetings
    - Crime (murder, narcotrafficking, and trafficking in persons)
    - Natural disasters
    - Obituaries of leaders
    - Briefs
    - News feature
    - Social movements
    - Economic, finance, trade reporting
-

---

**Course  
Segment 2**

The second of the two 5-week course segments further extends your English writing skills. In the second course segment, you will apply your developing English writing skills to techniques for researching and reporting public affairs activities, and you will further expand those skills by practicing techniques of journalistic rhetoric and style.

In course segment 2, your assignments and discussions include the following topics and subtopics:

- Reporting Public Affairs Activities
    - Methods/techniques of covering governmental news in the executive, legislative, and judicial branches
    - Investigative reporting
    - Computer-assisted reporting
    - News analysis and interpretation
    - Writing and interpreting press releases
    - Writing and interpreting public service announcements
    - Writing and interpreting policy statements
  - Journalistic Rhetoric and Style
    - Research
    - Reasoning and logic
    - Note-taking
    - Interviewing (on- and off-record)
    - Writing effective leads
    - Attribution and quoting sources
    - News story structure, including inverted pyramid structure
    - Single-sentence paragraphs
    - Coherent presentation of material
    - Clarity
    - Accuracy
    - Associated Press style
    - Grammar
    - Spelling
    - Readability
    - Working with deadlines
    - Critical thinking
-

## Evaluation of Assignments

### Evaluation Criteria

Each assignment in the course will be given a general evaluation by your instructor, as explained in the following table. This evaluation is based on your instructor's responses to the standard evaluation rubric described in this topic. Each assignment carries equal weight in your final course segment evaluation.

Evaluation	Description
High pass	Publishable as is or with minor editing. At minimum, the assignment will be clear, cohesive, and organized, though it may miss some important information, have minor errors, or both.
Pass	Requires extensive editing or significant rewriting to publish. The assignment may have an ineffective lead, may be missing significant information, or may be disorganized or poorly edited.
Fail	Unacceptable. The work may need a complete rewrite to meet the assignment requirements. It may ineffectively present the facts, may include major factual error(s) or distortions, and may have misspelled names or extensive grammatical or stylistic errors. <b>If the assignment is plagiarized, is found to be written by a peer, or is the result of any other kind of cheating, it will automatically result in failure for the course.</b>

**Evaluation Rubric**

Each assignment in this course is evaluated according to the following standard criteria. The rubric includes space in which the instructor may discuss additional factors that affected his or her evaluation.

When you submit an assignment, you should expect to receive instructor comments within one to two weeks, accompanied by the following rubric form.

**Assignment Name**

In the box, + indicates very good; a blank indicates satisfactory; a - indicates needs improvement.

<b>Writing Skills</b>	
	The writing in the assignment is clear and easy to interpret.
	All of the paragraphs of the assignment are cohesive; they fit together seamlessly and transition effectively. If the information is tabular, the headings accurately describe the information under them.
	The assignment is organized appropriately.
	The lead of the assignment is effectively and accurately written.
<b>Accuracy</b>	
	All information needed to accurately interpret the assignment is identified within the assignment.
	There are minimal factual errors in the assignment (0 is very good; 1-2 is satisfactory; 3 or more needs improvement)
	The assignment has minimal errors in spelling, grammar, and style of the English language.
	The assignment cites sources correctly.
<b>Assignment Requirements</b>	
	The assignment meets all the assignment requirements.
	The assignment meets deadline restrictions (if such restrictions were established)
	The assignment is the participant's own work.
	The assignment follows the stipulated format, and includes identifying information of the author in correct format.
<b>Additional Comments</b>	

## Course Segment 1

---

### Introduction

This section discusses the assignments you must complete to earn credit for the first segment of this course.

- The “Calendar” topic discusses when each assignment is due.
  - The “Course Segment 1 Lessons” topic discusses each lesson of the course.
  - The assignment topics discuss each assignment in detail.
- 

### Meeting Deadlines in Different Time Zones

Because this course is conducted online, you may be far removed from your instructor and from other course participants; however, to maintain fairness, all assignments must be submitted by the same deadline. Thus, you should submit each assignment and email posting by midnight in your instructor’s time zone at the end of the day it is due.

For example, if your instructor lives in the Central Standard time zone of the United States (GMT -7:00 hours), but you live in the Pacific Standard time zone of Mexico (GMT -9:00 hours), your work must be submitted by 20:00 (10:00 PM). Your instructor will tell you the time zone in which he or she lives when you begin the course.

---

### Procedure for Submitting Assignments

To submit an assignment online, follow the instructions in the table.

Step	Action
1	Consult the assignment requirements in this Participant Guide. If you have any questions, discuss them with your instructor.
2	Complete the assignment in a word processing program (preferably Microsoft <i>Word</i> 97-2003 or Corel <i>WordPerfect</i> , though other programs are acceptable). <b>Note:</b> Charts and graphs may be created in another program and either pasted into the document or included as a separate file.
3	Save the assignment as a Rich Text File (.rtf).
4	Attach the file to an email message. In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 1, Journal Entry 1).
5	Send the email to your instructor and all classmates.

---

---

**Procedure for  
Submitting Email  
Postings**

To submit an email posting online, follow the instructions in the table.

<b>Step</b>	<b>Action</b>
1	In the body of an email message, copy and paste the text of the posting assignment.
2	Respond to the posting assignment using complete sentences.
3	In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 1, Posting 3).
4	Send the email to your instructor and all classmates.

---

## Calendar

---

### Introduction

This topic provides you with information about assignment due dates. Meeting deadlines is a significant part of journalism; thus, you will be expected to submit all your completed assignments on time. Your instructor may penalize late submissions as he or she sees fit.

---

### Course Segment 1 Assignment Timeline

To help you plan your work schedule, the following chart shows how assignments are distributed during course segment 1.

You should begin each assignment on the day marked by a circle (●) on the chart. You may begin the assignment earlier, if you choose.

The assignment must be submitted by midnight (instructor's time zone) ending the day marked by a diamond (◆) on the chart.

---

ID	Task Name	Week 1							Week 2							Week 3							Week 4							Week 5									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1	2	3				
1	Lesson 1	Lesson 1																																					
2	Email Posting 1	◆																																					
3	Law and Ethics Case Study 1	Law and Ethics Case Study 1																																					
4	Weekly Journal Entry 1	Weekly Journal Entry 1																																					
5	Course Topics Website Assignment	Course Topics Website Assignment																																					
6	Lesson 2	Lesson 2																																					
7	Email Posting 2	◆																																					
8	Law and Ethics Case Study 2								Law and Ethics Case Study 2																														
9	Weekly Journal Entry 2								Weekly Journal Entry 2																														
10	Group Code of Ethics								Group Code of Ethics																														
11	Lesson 3								Lesson 3																														
12	Email Posting 3								◆																														
13	Lesson 4								Lesson 4																														
14	Email Posting 4								◆																														
15	Law and Ethics Case Study 3															Law and Ethics Case Study 3																							
16	Weekly Journal Entry 3															Weekly Journal Entry 3																							
17	Peer Critique (Course Topics)															Peer Critique (Course Topics)																							
18	Comparison Essay (Jrn/PR/Ad)															Comparison Essay (Jrn/PR/Ad)																							
19	PA Criteria Essay Segment Project															PA Criteria Essay Segment Project																							
20	Lesson 5															Lesson 5																							
21	Email Posting 5															◆																							
22	Lesson 6																						Lesson 6																
23	Email Posting 6																						◆																
24	Law and Ethics Case Study 4																						Law and Ethics Case Study 4																
25	Weekly Journal Entry 4																						Weekly Journal Entry 4																
26	Lesson 7																						Lesson 7																
27	Email Posting 7																						◆																
28	Law and Ethics Case Study 5																													Law and Ethics Case Study 5									
29	Weekly Journal Entry 5																													Weekly Journal Entry 5									
30	Peer Critique (Comparison Essay)																													Peer Critique (Comparison Essay)									
31	Lesson 8																													Lesson 8									
32	Email Posting 8																													◆									

## Course Segment 1 Lessons

---

### Introduction

This topic briefly outlines the lessons of course segment 1. Your instructor will provide you with additional discussion and supplementary readings.

**IMPORTANT:** If you are unable to find the source through the World Wide Web, you may request access to the document through the Benjamin Franklin Library. Submit a document request using their question form (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>). Be sure to make your request at least three work days before the readings are due.

---

### To the Instructor

Assignments listed in each lesson are described in the “Course Segment 1 Assignments” section.

---

## Lesson 1: Newsworthiness and Factuality

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Articulate the concept of newsworthiness in English.
- Explain the differences between fact, opinion, and speculation in English.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Elements of Journalism” Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/principles/elements>. Accessed 4 October 2009.
- “What Makes a Story Newsworthy?” Media College web site. <http://www.mediacollege.com/journalism/news/newsworthy.html>. Accessed 30 September 2009.
- “Just the Facts” section of “Return to Normalcy? How the Media Have Covered the War on Terrorism.” At <http://www.journalism.org/node/282>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- What topics are worthy of news coverage? Define fact, opinion, and speculation. Provide an example of each from a newspaper in your hometown.
- 

**Supplemental Readings** Patterson, James. “Steady Assignments in Soft News: Writing Soft News Isn't Hard.” *Writers' Journal*. 25: 1 (Jan/Feb 2004), 16-19. Available through EBSCO Humanities International Index.

Page, Clarence. “Infotainment Shrinks the News.” *Nieman Reports*. 58:4 (Winter 2004), 57. Available through EBSCO Academic Search Premier.

Memmott, Mark. “Disaster photos: Newsworthy or irresponsible?” *USA Today* 8 May 2005. Available through EBSCO Academic Search Premier.

---

**Modeling** Participants are asked to provide examples of fact, opinion, and speculation in the email posting.

---

**Checking for Understanding, Guided Practice, and Closure** In your responses to the participants’ postings and journal entries, focus on differentiating between fact, opinion, and speculation. You may also ask the participants to consider why their chosen articles represent newsworthy events, comparing them to the criteria in the readings.

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Daily or weekly journal entries with articles cited
-

## Lesson 2: Journalism, Advertising, and Public Relations

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Describe in English the respective functions of journalists, advertisers, and public relations specialists.
- Explain how the fields differ and where they overlap.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- University of California - Berkeley Career Center. “Public Relations, Advertising & Marketing - What's the Difference?” October 11, 2002. At <http://career.berkeley.edu/Article/021011a.stm>. Accessed 4 October 2009.
- Look through the list of resources at the University of Iowa, available at <http://bailiwick.lib.uiowa.edu/journalism/>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Journalism, advertising, and public relations each consider providing information to an audience important. Try to find an example of an event for which a news article, an advertisement, and a news release or public relations document were published or released to the public. How do these documents differ? Why might these differences be important?
- 

**Supplemental Readings** Jampole, Marc. “Long-held myths can hurt PR.” *B to B*. 90:2 (14 Feb 2005), 11. Available through EBSCO Business Source Premier.

Ungerer, Friedrich. “Ads as news stories, news stories as ads: The interaction of advertisements and editorial texts in newspapers.” *Text*. 24:3 (2004), 307-328. Available through EBSCO Academic Search Premier.

“When to Send a Press Release.” *Broker Magazine*. 7:6 (Sep 2005), 9. Available through EBSCO Business Source Premier.

---

**Modeling** Participants are asked to provide examples of an event for which a news article, an advertisement, and a news release or public relations document were published or released to the public in the email posting.

---

**Checking for Understanding, Guided Practice, and Closure** In responses to the participants’ postings and assignments, focus on the concept of newsworthiness. Both public relations and journalism employ the concept. Why would it be important to both, and what makes one version different from the other?

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Daily or weekly journal entries with articles cited
  - Comparison essay
-

## Lesson 3: Reporting News and News Writing

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Explain in English how journalists report news and influence the public’s perception of what is news.
- Demonstrate in English an understanding of how news stories differ from features and opinion pieces.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “The Elements of Journalism: What Newspeople Should Know and the Public Should Expect – Introduction” on the Journalism.org web site. At <http://www.journalism.org/node/72>. Accessed 4 October 2009.
- “Difference between News Genres” section of “Return to Normalcy? How the Media Have Covered the War on Terrorism.” At <http://www.journalism.org/node/286>. Accessed 4 October 2009.
- “Fundamental Values” section of The Pew Project for Excellence in Journalism, *The State of the News Media: An Annual Report on American Journalism*, 2009. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Consider a local television news broadcast. Based on your definition of newsworthiness from the lesson one posting, do you think the broadcast was reporting or making news? Explain your answer and summarize the broadcast or stories from the broadcast for your fellow class participants.
  - Compare and contrast an English-language news story, a feature story, and an editorial about the same topic. What differences can you identify?
- 

**Supplemental Readings**

LaRocque, Paula. “Short, clear leads are usually more informative.” *Quill*. 93:2 (Mar 2005), 24. Available through EBSCO Communication & Mass Media Complete

Grunwald, Ebbe. “Narrative Norms in Written News.” *Nordicom Review*. 26: 1 (May 2005), 63-80. Available through EBSCO Communication & Mass Media Complete.

Mohl, Jeffrey D. “Changing times, changing needs.” *Quill*. 91:2 (Mar 2003), 3. Available through EBSCO Communication & Mass Media Complete.

---

---

<b>Modeling</b>	Participants are asked to provide examples of a news story, a feature story, and an editorial about one topic in the email posting. For instance, a participant may provide three such examples about a particular summit meeting, a natural disaster, or an election event.
<b>Checking for Understanding, Guided Practice, and Closure</b>	In comments and responses, discuss the idea of objectivity in journalism. Also pose questions about whether the journalists in the articles the participants identified were making news or reporting it. Ask questions about the role of the journalist in each article.
<b>Independent Practice and Assessment</b>	The objectives of this lesson are reinforced and assessed in the following assignments: <ul data-bbox="496 688 1304 987" style="list-style-type: none"><li>• Feature article on a journalist (interview)</li><li>• Editorial on reporting regarding a specific incident</li><li>• Segment paper/project on mass media structure and organization</li><li>• Comparison essay</li><li>• Website assignment on course topics</li><li>• Weekly news article assignments</li><li>• Daily or weekly journal entries with articles, etc. attached</li></ul>

---

## Lesson 4: News Organizations and the Business of Disseminating News

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Explain in English how the business side of journalism can influence how news is reported.
- Discuss in English ways in which the structure of a news organization can affect reporting.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Fritz Messere. “Analysis of The Telecommunications Act of 1996” 15 March 1996, at <http://www.oswego.edu/~messere/telcom1.html>.
- “Media Transparency, *Wikipedia*, [http://en.wikipedia.org/wiki/Media\\_transparency](http://en.wikipedia.org/wiki/Media_transparency). Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- On the internet, find the website of a major news organization in the United States and another in your home country. Search the site or use the website’s site map to find corporate information about the company. Who owns the company? What other media organizations does the parent company own? Do these media organizations share characteristics (programming styles, content, geographical area and so forth). Do you find any other interesting things about these websites?
  - Compare an article written by a journalist who works for a large media corporation with an article about the same topic written by a journalist in an independent media outlet. How do the two articles differ?
- 

### Supplemental Readings

Anny Shin, “Limits on Media Ownership Stand; Supreme Court Declines to Hear Appeal,” *The Washington Post*, June 14, 2005 Tuesday Correction Appended, Final Edition, Financial; D01.

“Senate Votes to Undo FCC Media Ownership Rules,” Cox News Service, September 16, 2003 Tuesday, Washington, General News.

Shields, Todd. “Ownership ban tops D.C. agenda.” *Editor & Publisher*. 135:1 (7 Jan 2002), 5. Available through EBSCO Academic Search Premier.

Rodriquez, Rick. Hurricane stories demonstrate journalism’s role. *American Editor*. 80:5 (Aug-Oct 2005), 2. Available through EBSCO Academic Search Premier.

Waddle, Chris. “Choose one future for American journalism: -- Bye -Bye! --Buy! Buy! -- By-and-by.” *Grassroots Editor*. 46:3 (Fall 2005), 13-16. Available through EBSCO Communication & Mass Media Complete.

---

---

<b>Modeling</b>	Participants are asked to compare examples of news written by corporate news organizations and independent news organizations in the email posting.
<b>Checking for Understanding, Guided Practice, and Closure</b>	In responses and comments, ask the participants to consider who owns media outlets in their home countries. Ask them to speculate about the effects of such ownership.
<b>Independent Practice and Assessment</b>	The objectives of this lesson are reinforced and assessed in the following assignments: <ul style="list-style-type: none"><li>• Journal entry on mass media structure and organization</li></ul>

---

## Lesson 5: Journalism and Law

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Discuss in English some of the legal obligations journalists face.
- Articulate in English the definition of libel and will be able to explain circumstances in which libel may be defensible.
- Explain in English the role of privacy in journalism and the concept of freedom of information.
- Convey in English the basic tenets of international copyright law.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- *Understanding Copyright and Related Rights*, World Intellectual Property Organization, at [http://www.wipo.int/freepublications/en/intproperty/909/wipo\\_pub\\_909.pdf](http://www.wipo.int/freepublications/en/intproperty/909/wipo_pub_909.pdf). Accessed 4 October 2009.
- Michael R. Fancher. “Times business columnist resigns over plagiarism Veteran staffer Stephen Dunphy; He apologizes to readers, peers.” *The Seattle Times*, August 22, 2004, Sunday, Fourth Edition, ROP ZONE; News, A1.
- Sarah Lyall. “Where Suing for Libel Is a National Specialty; Britain's Plaintiff-Friendly Laws Have Become a Magnet for Litigators.” *The New York Times*, July 22, 2000, Saturday, Late Edition - Final, B7.

Respond to the following email (or discussion board or online chat) posting:

- Tell your fellow class participants about the laws that journalists must follow in your country. What happens when journalists break these laws? Do you think celebrities and other public figures give up their privacy when they become well known, or do you think they should be left alone?
-

---

<b>Supplemental Readings</b>	<p>Calvert, Clay. "Clashing Conceptions Of Press Duties: Public Journalists And The Courts." <i>Communication Law &amp; Policy</i>. 2:4 (Autumn 1997), 441-76. Available through EBSCO Communication &amp; Mass Media Complete.</p> <p>Richey, Warren. "Publishers lose ground to freelancers in copyright case." <i>Christian Science Monitor</i> 93:148 (26 Jun 2001), 4. Available through EBSCO Academic Search Premier.</p> <p>Voakes, Paul S. "Rights, Wrongs, and Responsibilities: Law and Ethics in the Newsroom." <i>Journal of Mass Media Ethics</i>. 15:1 (2000), 29-42. Available through EBSCO Communication &amp; Mass Media Complete.</p> <p>"Who Has Your Back?: Journalism in the corporate age." <i>Columbia Journalism Review</i>. 44:3 (Sep/Oct 2005), 7. Available through EBSCO Communication &amp; Mass Media Complete.</p>
<b>Modeling</b>	<p>Participants are asked to provide examples of journalism law from their home countries in the email posting.</p>
<b>Checking for Understanding, Guided Practice, and Closure</b>	<p>In responses and comments, ask the participants to consider how the articles they have chosen would be written differently in another country (preferably one in which a classmate lives).</p>
<b>Independent Practice and Assessment</b>	<p>The objectives of this lesson are reinforced and assessed in the following assignments:</p> <ul style="list-style-type: none"><li>• Segment paper/project comparing journalism law, ethics, and values of home country and United states</li><li>• Case study assignments</li></ul>

---

## Lesson 6: Journalism and Ethics

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text**

In completing this lesson, you will be able to:

- Discuss in English responses to government requests to provide or suppress information.
- Define in English the concepts of objectivity and fairness and will be able to articulate the differences between the two.
- Discuss in English elements of professional courtesy in journalism and will be able to debate in English points of journalistic ethics.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Society for Professional Journalists. “Code of Ethics.” At <http://www.spj.org/pdf/ethicscode.pdf>. Accessed 4 October 2009.
- Links under “Journalism in Time of War,” Journalism.org. At <http://www.journalism.org/node/1705>. Accessed 4 October 2009.
- “What’s Getting Covered,” *Reporting Katrina*. Journalism.org. At <http://www.journalism.org/node/44>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- When, if ever, should courts be allowed to compel journalists to reveal their sources? Talk to a journalist to find out how he or she defines professional courtesy, or tell about a situation in which you were involved that illustrates professional courtesy. In what ways does your personal definition of professional courtesy among journalists differ from that person’s opinion or from a colleague’s opinion?
-

---

<b>Supplemental Readings</b>	<p>Hentoff, Nat. "My failure to be fair to the President." <i>Media Studies Journal</i>. 12:2 (Spring/Summer 1998), 18-22. Available through EBSCO Academic Search Premier.</p> <p>Cranberg, Gilbert. "Closing Ethical Loopholes: When accuracy is not enough." <i>Columbia Journalism Review</i>. 44:2 (Jul/Aug 2005), 10. Available through EBSCO Communication &amp; Mass Media Complete.</p> <p>Robins, J. Max. "No More Deep Throats?" <i>Broadcasting &amp; Cable</i> 135:23 (6 June 2005), 4. Available through EBSCO Business Source Premier.</p> <p>MacLeod, Alexander. "Gray areas riddle effort in Britain to enforce strict new privacy code." <i>Christian Science Monitor</i>. 89:217 (3 Oct 1997), 6. Available through EBSCO Academic Search Premier.</p> <p>Pincus, Walter. "Anonymous Sources: Their Use in a Time of Prosecutorial Interest." <i>Nieman Reports</i>. 59:2 (Summer 2005), 27-28. Available through EBSCO Academic Search Premier.</p>
<b>Modeling</b>	<p>Participants are asked to examine prototypical codes of ethics in the code of ethics assignment, and examples of ethical issues in case studies.</p>
<b>Checking for Understanding, Guided Practice, and Closure</b>	<p>In comments and responses, ask participants how specific articles they have read and assignments they have written meet the criteria they are discussing in their code of ethics groups.</p>
<b>Independent Practice and Assessment</b>	<p>The objectives of this lesson are reinforced and assessed in the following assignments:</p> <ul style="list-style-type: none"> <li>• Segment paper/project comparing journalism law, ethics, and values of home country and United States</li> <li>• Case study assignments</li> <li>• Code of ethics assignment</li> <li>• Daily or weekly journal entries with articles, etc. attached</li> </ul>

---

## Lesson 7: Common News Beats

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Describe in English how journalists cover speeches, meetings, crime (murder, narcotrafficking, and trafficking in persons), natural disasters, obituaries of leaders, social movements, and economic, finance, and trade matters.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Three to four articles about one of the topics listed in the email posting. The following web sites might be helpful:
  - <http://www.narconews.com>
  - <http://www.fema.gov/hazard/index.shtm>
  - <http://www.redcross.org>
  - <http://www.state.gov/g/tip/>
  - <http://www.unodc.org/unodc/index.html>
  - <http://www.obitcentral.com/>
  - <http://www.economist.com/obituary/>
  - <http://news.ft.com/home/europe> (*Financial Times*)

Respond to the following email (or discussion board or online chat) posting:

- Find three to four articles about one of the following topics (speeches, meetings, murder, narcotrafficking, trafficking in persons, natural disasters, obituaries of leaders, social movements, and economic, finance, and trade matters) from different publications. Describe how these articles discuss the topic. What information is included? What is left out? How would you change the articles (what would you do differently and why)?
- 

### Supplemental Readings

Case, Tony; Giobbe, Dorothy. “79th annual Pulitzer Prizes.” *Editor & Publisher*. 128:16 (22 Apr 1995), 17-23. Available through EBSCO Academic Search Premier.

Starck, Nigel. “Posthumous Parallel and Parallax: the obituary revival on three continents.” *Journalism Studies*. 6:3 (Aug 2005), 267-283. Available through EBSCO Academic Search Premier.

Valerie Kalfrin, “Dealing with Traumatic Effects of Covering Crime, Disasters.” <http://www.poynter.org/column.asp?id=101&aid=170183>. Accessed 4 October 2009.

---

---

<b>Modeling</b>	Participants are asked to provide examples of various genre in the email posting.
<b>Checking for Understanding, Guided Practice, and Closure</b>	In responses and comments, focus on genre the participant did not select for more discussion. Ask the participant how he or she might consider one article to belong to multiple beats or genre—for example, if a world leader dies, would the funeral be best reported in an obituary, a speech report, or a social movement report?
<b>Independent Practice and Assessment</b>	The objectives of this lesson are reinforced and assessed in the following assignments: <ul style="list-style-type: none"><li>• Daily or weekly journal entries with articles cited (part of portfolio)</li><li>• Weekly news article assignments</li><li>• Editorial, feature articles, weekly news article assignments</li></ul>

---

## Lesson 8: News Writing Tools

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Explain in English how journalists write and use advances, briefs, and news features.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Look at the news briefs on the USA Today web site, available at <http://www.usatoday.com/news/digest.htm>, and on the “Daily Briefing” page of the Journalism.org web site, at <http://www.journalism.org/resources/briefing/default.asp>.
- “Framing the News: The Triggers, Frames, and Messages in Newspaper Coverage.” Journalism.org. At <http://www.journalism.org/node/445> . Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Define the terms *news advance*, *news brief*, and *news feature*. How might you use each item while working as a journalist?
- 

**Supplemental Readings** Pete Ellertsen. “Summaries: A Basic Skill.” At <http://www.sci.edu/classes/ellertsen/summary.html>. Accessed 29 December 2005.

“Elements of a Press Release” at [http://en.wikipedia.org/wiki/News\\_release#Elements](http://en.wikipedia.org/wiki/News_release#Elements).

“How to Write a Great Press Release” at <http://www.publicityinsider.com/release.asp>.

“How to Write a Successful News Release” at <http://www.prweb.com/pr/press-release-tip/best-practices.html>

---

**Modeling** In responses to the posting, have participants search for examples of an advance, a brief, and a feature.

---

**Checking for Understanding, Guided Practice, and Closure** **NOTE:** This lesson comes at the end of course segment 1. Use it to reinforce concepts introduced in the previous seven lessons. In responses and comments, ask questions that draw such concepts together.

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Weekly news article assignments
  - Weekly journal entries with articles, etc. attached
-

## Course Segment 1 Assignments

---

### **Introduction**

The section following this page describes each of the assignments in course segment 1.

---

## Email (or Discussion Board or Online Chat) Postings

---

<b>Note to Instructor</b>	<p>Use the postings listed for each lesson as a starting place for discussion. If you choose, you may substitute the questions provided with questions of your own; however, if you do so, be sure to give your participants advance notice that you have changed the questions.</p> <p><i>The day before a posting is due</i>, remind participants to complete the appropriate posting and distribute it to all course participants (through email or discussion board/chat room). Participants should be expected to complete a posting by the end of the first day of the corresponding lesson (email), or before the class meets in a discussion board or chat room. See the “Calendar” section for lesson start days.</p>
<b>Due Date</b>	<p>Midnight (instructor’s time zone) ending the first day of the lesson in which the question is assigned OR at the beginning of a chat session during a live class (if applicable).</p>
<b>Learning Outcomes</b>	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical thinking skills.</li> <li>• Demonstrate your command of the required readings.</li> </ul>
<b>Assignment Description</b>	<p>For this assignment, you will be given asked to demonstrate critical thinking in thoughtful responses to the questions posed. Your responses should demonstrate that you have completed the required readings.</p>
<b>You Will Submit</b>	<p>A completed assignment will consist of a 100-200 word informal response to the question presented. You may choose to provide more detail or personal experience if you would like to do so, and you may choose to respond to other participants’ email postings in addition to your response to the question.</p> <p>Your instructor will direct you to submit your email postings in one of three ways:</p> <ul style="list-style-type: none"> <li>• On a discussion board that all participants can access.</li> <li>• Through direct email message to the instructor and the entire list of participants.</li> <li>• In the online chat area during a live class.</li> </ul>
<b>Discussion Questions for Course Segment 1</b>	<p>In course segment 1, you will be asked to respond to one question for each lesson. You may also respond to other participants’ comments from previous lessons. The questions for each lesson are listed in the “Course Segment 1 Lessons” topic.</p>
<b>Evaluation</b>	<p>This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.</p>

## Journal Entry Assignments

---

**Note to Instructor** Participants are to complete one journal entry per week. In your evaluation, focus on the elements identified in the “You Will Submit” topic.

---

**Due Date** Midnight (instructor’s time zone) ending the last day of each week of course segment 1.

---

**Learning Outcomes** In completing the journal entries, you will:

- Understand the function of journalists in democracy.
- Identify newsworthy events and activities.
- Summarize English-language news stories, press releases, policy statements, and public service announcements accurately.
- Identify the differences between a news story, editorial, and feature.
- Identify events, people, and issues in current affairs.
- Attribute source material accurately.
- Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases where available) to research stories.
- Use the AP style manual (either online or in hard copy form) to produce stylistically correct stories.
- Evaluate the quality of sources through analysis and research.
- Integrate rhetorical and stylistic skills in original English-language stories.
- Categorize news stories by genre.
- Analyze English-language news stories accurately.
- Critique samples of public affairs reporting in English.

---

---

**Assignment Description**

Each week during the first half of the course, participants will be required to find two English-language news stories, press releases, policy statements, or public service announcements about the same topic. The participant will then write an 800-900 word journal entry in English, in which he or she:

- Identifies the event or activity covered and explains why it is newsworthy
- Categorizes the samples by genre (if the sample is a news story, the type of story should be identified).
- Summarizes the samples.
- Analyzes how and why the samples cover the event or activity differently.
- Critiques the effectiveness of the reporting and the writer's language choices, particularly organization, word choice, reasoning, and use of modals.
- Evaluates the quality of the sources used in the samples.

Each journal entry should include a complete AP-style citation of each sample. The participant should include a copy or a URL of each sample so the instructor and other participants can read them.

---

**You Will Submit**

Each week during the segment 1 of the course, participants will be required to find two English-language news stories, press releases, policy statements, or public service announcements about the same topic. The participant will then write an 800-900 word journal entry in English, in which he or she:

- Identifies the event or activity covered and explains why it is newsworthy
- Categorizes the samples by genre (if the sample is a news story, the type of story should be identified).
- Summarizes the samples.
- Analyzes how and why the samples cover the event or activity differently.
- Critiques the effectiveness of the reporting and the writer's rhetorical choices, particularly organization, word choice, reasoning, and use of modals.
- Evaluates the quality of the sources used in the samples.

Each journal entry should include a complete AP-style citation of each sample. The participant should include a copy or a URL of each sample so the instructor and other participants can read them.

---

**Evaluation**

This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

---

## Course Topics Website Assignment

---

**Note to Instructor** For this assignment, distribute the subjects in the assignment description evenly among participants. For example, if you have six participants, each participant should be responsible for one of the major headings (note that journalistic rhetoric and style is divided into two sections, due to its length). If you have 20 participants, each participant should be responsible for two to three of the bulleted subjects. Some of the subjects are more comprehensive than others, so try to distribute them as equally as possible.

Introduce this assignment and distribute the subjects in the assignment description on day one of week one, as noted in the “Calendar” section of this guide.

---

**Due Date** Midnight (instructor’s time zone) ending the final day of week 2.

---

**Learning Outcomes** In completing this assignment, you will:

- Use English-language computer resources to research news stories
- Identify events, people, and issues in current affairs
- Evaluate the quality of news sources

---

**Assignment  
Description**

For this assignment, you will be assigned one of the five course topics listed in the syllabus and repeated in this assignment description. Every participant is to find two credible websites on each of the subtopics identified in the following list. You will also analyze the credibility of each website.

<p>The Role of Journalism in a Democratic Society</p> <ul style="list-style-type: none"> <li>• What constitutes news</li> <li>• Distinguishing fact, opinion, and speculation</li> <li>• Reporting news vs. making news</li> <li>• How news stories differ from features and opinion pieces</li> <li>• Structure of news organizations</li> <li>• Functions of journalism, advertising, and public relations</li> </ul> <p>Legal and Ethical Responsibilities of Journalists</p> <ul style="list-style-type: none"> <li>• Journalism and law</li> <li>• Objectivity and fairness</li> <li>• Professional courtesy</li> <li>• Journalistic ethics</li> <li>• Libel and defenses of libel</li> <li>• The right of privacy</li> <li>• Responses to government requests</li> <li>• Freedom of information and copyright</li> </ul> <p>News Genres</p> <ul style="list-style-type: none"> <li>• Advances</li> <li>• Speeches</li> <li>• Meetings</li> <li>• Crime (murder, narco-trafficking, and trafficking in persons)</li> <li>• Natural disasters</li> <li>• Obituaries of leaders</li> <li>• Briefs</li> <li>• News feature</li> <li>• Social movements</li> </ul>	<p>Reporting Public Affairs Activities</p> <ul style="list-style-type: none"> <li>• Methods/techniques of covering governmental news in the executive, legislative, and judicial branches</li> <li>• Investigative reporting</li> <li>• Computer-assisted reporting</li> <li>• News analysis and interpretation</li> <li>• Writing and interpreting press releases</li> <li>• Writing and interpreting public service announcements</li> <li>• Writing and interpreting policy statements</li> </ul> <p>Journalistic Rhetoric and Style (part I)</p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Reasoning and logic</li> <li>• Note-taking</li> <li>• Interviewing (on- and off-record)</li> <li>• Writing effective leads</li> <li>• Attribution and quoting sources</li> <li>• News story structure, including inverted pyramid structure</li> <li>• Single-sentence paragraphs</li> </ul> <p>Journalistic Rhetoric and Style (part II)</p> <ul style="list-style-type: none"> <li>• Coherent presentation of material</li> <li>• Clarity</li> <li>• Accuracy</li> <li>• Associated Press style</li> <li>• Grammar</li> <li>• Spelling</li> <li>• Readability</li> <li>• Working with deadlines</li> <li>• Critical thinking</li> </ul>
---	---

**You Will Submit**

A completed assignment will consist of the following:

- A description, summary, and analysis of two credible websites for each of the subtopics listed under the participant's assigned course topic.
- The description should identify the title of the website, the URL of the website, and the person or group who control the website. If author information or a copyright date are listed, such information should be included.
- The summary should briefly identify the main points covered by the webpage and explain why the webpage might be a useful resource for a journalist.
- The analysis should address the questions listed below.

---

**Questions for Analysis**

Use the following questions<sup>1</sup> to analyze the quality and credibility of the website. Avoid answering with a simple “yes” or “no;” provide evidence for your claims based on what you find in the website.

- Is it somebody’s personal page? Why might this be important?
- What type of domain does it come from?
- Is it published by an entity that makes sense?
- Who wrote the page? Why might this be important?
- Is the page dated? Is it current enough?
- What are the author’s credentials on this subject?
- Are sources documented with footnotes or links?
- If it uses information from another source, is that information complete, not altered, not faked or forged?
- Are there links to other resources on the topic?
- Who links to the page? Why might this be important?
- Is the page listed in one or more reputable directories or pages?
- What do others say about the author or responsible authoring body?
- Why was the page put on the web? Why might this be important?
- Might it be ironic, satire or parody (saying one thing but meaning another)?
- Is this as good as resources I could find if I used the library, or some of the web-based indexes available through the library, or other print resources?

---

**Evaluation**

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

---

<sup>1</sup> UC Berkeley – Teaching Library Internet Workshops.  
<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

## Law and Ethics Case Study Assignments

---

**Note to Instructor** The case study prompts are not included in the Participant Guide. Feel free to choose case studies listed in the “Suggested Case Study Prompts” topic below, or substitute them with others you have found useful. If you use other case studies, try to choose ones that relate to the lesson you are teaching. All participants in one class should complete the same case study to facilitate discussion.

Assign one case study and provide the study prompt on the first day of each week in course segment 1. See the “Calendar” section for more information.

---

**Due Date** Midnight (instructor’s time zone) ending the last day of each week of course segment 1.

---

**Learning Outcomes** In completing this assignment, participants will:

- Determine whether ethical and legal boundaries have been crossed in specific instances
- Analyze the concepts of professional courtesy, libel, privacy, objectivity, and fairness

---

**Assignment Description** For this assignment, participants will be provided with a case related to journalism law, ethics, or both. The cases will include some background information, a description of an incident or event that identifies the argumentative positions in the case, a discussion of the ethical commitments that may be at odds, and additional information as needed. Participants will write a response that takes and defends a position (not necessarily one of the positions taken in the case) and acknowledges and refutes opposing positions.

Participants will complete five of these case studies during the course.

---

**You Will Submit** A completed assignment will consist of a 300-400 word essay, in AP style, that responds to the case presented. The essay should:

- Summarize the key issue, the stakeholders (people who have an interest in the issue), the principal arguments, and supporting evidence from other sources, if applicable.
- Adopt and defend a specific legal or ethical position (one of the positions taken in the case or a different position)
- Acknowledge and refute opposing positions.
- Include a list of outside sources (if any such sources were used).

---

**Evaluation** This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

---

**Suggested Case Study Prompts**

When you assign participants to complete each case study assignment, you must provide them with a case to read.

**NOTE:** Select cases that are timely and appropriate to the particular group of journalists in the class you lead.

The following are examples of cases you might consider assigning; hundreds of others are available on reputable internet sites.

- *The Plame Leak Investigation*, Online at <http://www.journalism.org/node/1665>. Accessed 4 October 2009.
  - Journalism Ethics Cases Online, <http://journalism.indiana.edu/resources/ethics/>. Accessed 4 October 2009.
  - Dorian Benkoil, “Advertisers, Journalists Share Ideas about Need for Transparency, Truth & Authenticity.” Online at <http://www.poynter.org/column.asp?id=31&aid=170978>. Accessed 4 October 2009.
  - Dart Center for Journalism and Trauma. <http://dartcenter.org/gateway/educators>. Accessed 4 October 2009.
-

## Code of Ethics Group Assignment

---

**Note to Instructor** On the day you assign this assignment, also assign your participants to roughly equal groups. Try to divide participants so that they work with people from different regions of the world, different areas of the country, or different levels of journalism experience.

Begin this assignment on the first day of week two.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 3.

---

**Learning Outcomes** In completing this assignment, you will:

- Integrate the concepts of professional courtesy, libel, privacy, objectivity, and fairness into a personal code of journalistic ethics.
- Use your English skills to collaborate with other journalists and with journalism students.
- Use English-language computer resources (specifically, web sites) to perform research.
- Employ critical thinking skills.

---

**Assignment Description** For this assignment, you will work in pairs or groups, using your law and ethics case studies, as well as sample codes of ethics provided by the instructor, to develop an English-language code of ethics for journalists.

---

**You Will Submit** A completed assignment will consist of a numbered list of principles by which journalists should conduct their profession. The list should be general enough to be applicable to real-life situations, but specific enough to be limited to the journalism profession.

- For example, simply writing, "journalists should be objective," is too general; participants should explain what objectivity is, why it is important, and to what degree it should be pursued.
- In contrast, writing, "when reporting on political campaigns in which a challenger faces an incumbent..." is too specific; instead, participants should try to write guidelines that can be applied somewhat flexibly to most anticipated situations and to some unanticipated situations.

---

**Example** A very good example of an extensive code of ethics may be found on the website of the Society of Professional Journalists (<http://www.spj.org/ethicscode.asp>). Participants should pay attention to both the content and the phrasing of the statements in this list.

Participants' codes of ethics do not have to be as extensive as this list; however, they must demonstrate critical thinking, collaboration, and original writing.

---

---

**Evaluation**

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Peer Critique Assignments

---

<b>Note to Instructor</b>	<p>Each participant is required to complete two peer critiques in course segment 1. The requirements for each critique are very similar.</p> <p>On the day you assign each peer critique, you must also provide your participants with a critique prompt (these prompts are not provided for you). Use your knowledge of your participants and prior class discussions as sources for the prompt. For example, if your class has discussed AP style at length, you may want to have the participants spend some time critiquing one another's style.</p> <p>You may choose how you wish to assign critiques. You may want to use critique partners (two people critique each other's assignments throughout the course segment), random assignments (you determine which participant will critique which work), participant-selected pairs (participants choose the articles they will critique), or another method of assignment. Regardless of the method you choose, be sure to make it clear to the participants in your class, and be sure that each person will receive at least one peer critique.</p> <p>Assign the critiques on the following days:</p> <ul style="list-style-type: none"><li>• The peer critique of the Course Topics Website Assignment on the first day of week 3.</li><li>• The peer critique of the Comparison Essay (Journalism, Public Relations, Advertising) on the first day of week 5.</li></ul>
---------------------------	--

<b>Due Dates</b>	<p>You are responsible for two peer critiques in the first segment of the course:</p> <ul style="list-style-type: none"><li>• A peer critique of the Course Topics Website Assignment must be submitted by midnight (instructor's time zone) ending the last day of week 3.</li><li>• A peer critique of the Comparison Essay (Journalism, Public Relations, Advertising) must be submitted by midnight (instructor's time zone) ending the last day of week 5.</li></ul>
------------------	---

<b>Learning Outcomes</b>	<p>In completing these assignments, you will:</p> <ul style="list-style-type: none"><li>• Critique samples of public affairs reporting in English.</li><li>• Demonstrate professional courtesy.</li><li>• Demonstrate critical thinking skills as applied to your peers' work.</li></ul>
--------------------------	--

<b>Assignment Description</b>	<p>In these assignments, you will critically evaluate the work of your peers. In doing so, your goal is to learn how to improve your own writing.</p>
-------------------------------	---

---

---

**You Will Submit** For each writing assignment (Course Topics Website Assignment and Comparison Essay), you will be required to complete a critique of a peer’s work (approximately 20-30 sentences), following AP style. Your instructor will tell you whose work you are to critique for these assignments, and you will be given specific writing prompts. Critiques should:

- Thoroughly address the assignment prompt.
- Support all claims or criticisms with evidence from the original work.
- Provide suggestions for improvement for the original writer.
- Demonstrate critical thinking skills.
- Demonstrate professional courtesy.

---

**Example** An effective peer critique that addresses the question, “Discuss the structure of the your peer’s news article and how he or she might improve it,” might include the following discussion:

*This news article about the city council meeting leads with the sentence, “Six months ago, the concerned citizen group called City Beautification began a campaign to establish community parks throughout the city.” This information is important, but because it is background, I think it should be moved to a later point in the story. By putting it at the very beginning, you may confuse the reader. The reader might think that City Beautification’s campaign is the news item. The way the story is written now, the reader does not know that it is about the city council until paragraph three. Instead, you might begin the story by writing something like, “After a brief shouting match at last night’s city council meeting, a concerned citizen group was asked to leave the meeting.” This lede focuses on the more recent event, and it provides readers with enough information to catch their interest and make them wonder which group was involved, who was shouting, and why the group was asked to leave. After that, explain...*

---

**Evaluation** This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Comparison Essay – Journalism, Public Relations, and Advertising

---

**Note to Instructor** Assign this essay on the first day of week 3, and remind participants that they have two weeks to complete the essay.

Be aware that the assignment requires participants to include a computer-generated visual aid (chart, graph, table, illustration, and so forth). This visual aid should be original; participants should *not* use visual aids they find online. Perfection is not expected in the visual aid; you should evaluate the aid based on how it contributes an analysis or evaluation of data to the essay.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 4.

---

**Learning Outcomes** In completing this assignment, you will:

- Compare the responsibilities of journalists, public relations specialists, and advertisers.
- Differentiate between the ways journalists, public relations specialists, and advertisers approach fact, opinion, and speculation.
- Identify the differences between reporting news and making news.

---

**Assignment Description** For this assignment, you will compare the fields of journalism, public relations, and advertising by identifying and explaining differences and similarities between the three. You should note the following considerations, as well as others:

- Purpose
  - Target audience
  - Stakeholders
  - Desired results
  - Types of documents produced
  - Media employed
  - Content of documents
  - Structure of documents
  - Research methods
  - Standards of evidence
  - Rhetoric and style
  - Legal responsibilities
  - Ethical responsibilities
  - Objectivity, partisanship, and acceptability of bias
  - Use of facts, opinions, speculation, analysis, interpretation, and commentary
-

- 
- You Will Submit**     A completed assignment will consist of the following:
- A 750-850 word essay, in AP style, comparing and contrasting the fields of journalism, public relations, and advertising based on the considerations listed above and others discovered in the research process. The essay should analyze the significance of the similarities and differences identified. The essay should also include a complete, correctly formatted source list.
  - A computer-generated visual aid (table, chart, diagram, etc.) highlighting the most important similarities and differences between these fields.

---

**Evaluation**     This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Public Affairs Reporting Criteria Essay Segment Project

---

**Note to Instructor** For this assignment, the instructor should carefully guide participants in the equitable distribution of group work. Keep in mind that Part I of the assignment should be divided among group members, while Part II should be completed collectively, with the contribution of all group members.

Assign this essay on the first day of week 3, and remind participants that they have three weeks to complete it.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 5.

---

**Learning Outcomes** In completing this assignment, participants will:

- Formulate criteria for good public affairs reporting
- Use their English skills to collaborate with other journalists and with journalism participants.
- Use English-language computer resources (specifically, websites and databases) to perform research.
- Employ critical thinking skills.

---

**Assignment Description** For this assignment, you will work with a group of 4-5 people.

### Assignment Part I

Each group will submit a 2000-2500 word research-based report, following APA style, that discusses all of the following topics.

- Define public affairs reporting.
- Identify the people and organizations that are involved in public affairs activities, including both governmental and nongovernmental entities.
- Summarize the structure and function of all levels of government (local, regional, national, courts, and law enforcement entities) in the U.S. and in the home country. In addition to including a narrative, groups are advised that a supplementary chart comparing the two structures is recommended.
- Discuss legislation relevant to public affairs reporting, in the U.S. and in the home country, including rights to access public records and to report proceedings of the courts and government bodies and agencies.

Responsibility for researching and writing about these topics should be distributed equitably among group members. Ten or more sources should be employed in the report, including one or more interviews. The essay should also include a complete, correctly formatted source list.

---

---

**Assignment Description****Assignment Part II**

Once your group has completed part I of the assignment, you should collectively complete the following tasks:

- Establish criteria by which journalists can evaluate methods of accessing documents and sources.
  - Establish criteria by which journalists can evaluate reporting on the activities of public entities.
  - Evaluate (in 300-400 words) a sample of public affairs reporting according to the criteria established by the group.
- 

**You Will Submit**

A completed assignment will consist of a single electronic file that includes the following sections. Use the headings listed below. Sections in brackets [] should be included, but do not need a section heading.

- **Introduction**
    - [Significance of this research]
    - [Preview of this report]
  - **Part I**
    - Definition of public affairs reporting
    - Entities concerned with public affairs
    - Government in the United States of America and [home country]
    - Public affairs reporting legislation
  - **Part II**
    - Criteria for accessing documents and sources
    - Criteria for evaluating public affairs reporting
    - Evaluation of reporting
  - **Conclusion**
    - [Summary of this report]
    - [Answer the question: what constitutes good public affairs reporting, and why?]
-

---

**Suggested Resources**

The following resources may be useful. Groups are not required to use them, but they may give some good ideas. Some sources represent good public affairs reporting; others do not, so be careful to evaluate such sources using the criteria developed by the group.

- Benjamin Franklin Library website ([www.usembassy-mexico.gov/biblioteca](http://www.usembassy-mexico.gov/biblioteca))
- U.S. Library of Congress website ([www.loc.gov](http://www.loc.gov))
- Other U.S. government websites (usually followed by the .gov suffix)
- General Accounting Office (<http://www.gao.gov/main.html>)
- Fedstats U.S. Government statistics (<http://www.fedstats.gov/>)
- State bar (attorney) association websites
- Professional associations, including the Society of Professional Journalists ([www.spj.org](http://www.spj.org))
- *Chicago Tribune* online ([www.chicagotribune.com](http://www.chicagotribune.com))
- *Slate* magazine online (<http://slate.msn.com>)
- *Columbia Journalism Review* online ([www.cjr.org](http://www.cjr.org))
- *Editor & Publisher* journal online (<http://www.mediainfo.com/editorandpublisher/index.jsp>)
- *MediaNews*, by Poynter Institute for Media Studies ([www.poynter.org/medianews](http://www.poynter.org/medianews))

**Other resources**

- [www.profnet.net](http://www.profnet.net)
- [www.journalism.berkeley.edu/](http://www.journalism.berkeley.edu/)
- [www.facsnet.org](http://www.facsnet.org)
- <http://www.ibiblio.org/journalism/beat.html>
- <http://www.refdesk.com/>
- [www.freedomforum.org](http://www.freedomforum.org)
- [http://www.csus.edu/indiv/f/foxs/Jour\\_135/j135links.htm](http://www.csus.edu/indiv/f/foxs/Jour_135/j135links.htm)
- <http://en.wikipedia.org/wiki/Journalism>

---

**Evaluation**

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Course Segment 2

---

### Introduction

This section discusses the assignments you must complete to earn credit for the second segment of this course.

- The “Calendar” topic discusses when each assignment is due.
  - The “Course Segment 2 Lessons” topic discusses each lesson of the course.
  - The assignment topics discuss each assignment in detail.
- 

### Time Zones

Because this course is conducted online, you may be far removed from your instructor and from other course participants; however, to maintain fairness, all assignments must be submitted by the same deadline. Thus, you should submit each assignment and email posting by midnight **in your instructor’s time zone** at the end of the day it is due.

For example, if your instructor lives in the Central Standard time zone of the United States (GMT -7:00 hours), but you live in the Pacific Standard time zone of Mexico (GMT -9:00 hours), your work must be submitted by 20:00 (10:00 PM). Your instructor will tell you the time zone in which he or she lives when you begin the course.

---

### Procedure for Submitting Assignments

To submit an assignment online, follow the instructions in the table.

Step	Action
1	Consult the assignment requirements in this Participant Guide. If you have any questions, discuss them with your instructor.
2	Complete the assignment in a word processing program (preferably Microsoft <i>Word</i> 97-2003 or Corel <i>WordPerfect</i> , though other programs are acceptable). <b>NOTE:</b> Charts and graphs may be created in another program and either pasted into the document or included as a separate file.
3	Save the assignment as a Rich Text File (.rtf).
4	Attach the file to an email message. In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 2, Editorial).
5	Send the email to your instructor and all classmates.

---

---

**Procedure for  
Submitting Email  
Postings**

To submit an email posting online, follow the instructions in the table.

<b>Step</b>	<b>Action</b>
1	In the body of an email message, copy and paste the text of the posting assignment.
2	Respond to the posting assignment using complete sentences.
3	In the subject line of the email, include your name, the course segment number, and the title of the assignment (Example: Gonzalez, Segment 2, Posting 3).
4	Send the email to your instructor and all classmates.

---

## Calendar

---

### Introduction

This topic provides you with information about assignment due dates. Meeting deadlines is a significant part of journalism; thus, you will be expected to submit all your completed assignments on time. Your instructor may penalize late submissions as he or she sees fit.

---

### Course Segment 2 Assignment Timeline

To help you plan your work schedule, the following chart shows how assignments are distributed during course segment 2.

You should begin each assignment on the day marked by a circle (●) on the chart. You may begin the assignment earlier, if you choose.

The assignment must be submitted by midnight (instructor's time zone) on the day marked by a diamond (◆) on the chart.

ID	Task Name	Week 1							Week 2							Week 3							Week 4							Week 5			
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	1
1	Lesson 1	Lesson 1																															
2	Email Posting 1																																
3	Weekly News Article 1	Weekly News Article 1																															
4	Reasoning Strategies Handout	Reasoning Strategies Handout																															
5	Editorial	Editorial																															
6	Lesson 2																																
7	Email Posting 2																																
8	Weekly News Article 2																																
9	Feature Article																																
10	Lesson 3																																
11	Email Posting 3																																
12	Lesson 4																																
13	Email Posting 4																																
14	Weekly News Article 3																																
15	Peer Critique (Editorial)																																
16	Comparison segment project																																
17	Lesson 5																																
18	Email Posting 5																																
19	Lesson 6																																
20	Email Posting 6																																
21	Weekly News Article 4																																
22	Peer Critique (Feature)																																
23	Lesson 7																																
24	Email Posting 7																																
25	Weekly News Article 5																																
26	Peer Critique 5 (News Articles)																																
27	Portfolio Self-Critique																																
28	Lesson 8																																
29	Email Posting 8																																

## Course Segment 2 Lessons

---

### Introduction

This topic briefly outlines the lessons of course segment 2. Your instructor will provide you with additional discussion and supplementary readings.

**IMPORTANT:** If you are unable to find the source through the World Wide Web, you may request access to the document through the Benjamin Franklin Library. Submit a document request using their question form (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>). Be sure to make your request at least three work days before the readings are due.

---

### To the Instructor

Assignments listed in each lesson are described in the “Course Segment 2 Assignments” section.

---

## Lesson 1: English Style

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Use Associated Press style in English-language writing assignments.
- Use English grammar accurately and will be able to recognize and correct English spelling errors.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Kelly, Jean; Knight, Jan; Peck, Lee Anne; Reel, Guy. “Straight/Narrative? Writing Style Changes Readers' Perceptions of Story Quality.” *Newspaper Research Journal*. 24:4 (Fall 2003), 118-122. Available through EBSCO Academic Search Premier.
- Powers, William. “Style As Substance.” *National Journal*. 32:22 (27 May 2000), 1704. Available through EBSCO Academic Search Premier.

Respond to the following email (or discussion board or online chat) posting:

- Name one element of English grammar or usage that confuses you. What does the AP style book say about it? If you can’t find the specific element, try to find it in the *Chicago Manual of Style*, online at <http://www.press.uchicago.edu/Misc/Chicago/cmosfaq/cmosfaq.html>, or in the Modern Language Association’s style book ([www.mla.org/style](http://www.mla.org/style)).
- 

**Supplemental Readings** Sill, Andy. “Let’s try to fix what’s broken in local news.” *Electronic Media*. 20:46 (12 Nov 2001), 6. Available through EBSCO Academic Search Premier.

LaRocque, Paula. “Familiarity need not breed stilted, boring or lifeless writing.” *Quill*. 83:7 (Sep 1995), 40. Available through EBSCO Communication & Mass Media Complete.

Wertheimer, Dave. “Simple TV Writing Tips.” *News Photographer*. 60:8 (Aug 2005), 10. Available through EBSCO Academic Search Premier.

---

**Modeling** Participants are asked to provide their own examples of correct language elements in their email posting.

---

**Checking for Understanding, Guided Practice, and Closure** In the postings, encourage participants to proofread one another’s work carefully. Pay special attention to marking errors (and successes) in AP style in the assignments that follow this lesson.

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Weekly news article assignments
  - Peer critique assignments
  - Portfolio critique essay
-

## Lesson 2: Public Affairs Reporting Methods

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text**

In completing this lesson, you will be able to:

- Describe in English and employ methods and techniques for covering governmental news in the executive, legislative, and judicial branches of government in the U.S. and in their home countries.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Tools for Political Reporting” and all links under this heading. Committee for Concerned Journalism. At <http://www.concernedjournalists.org/tools/filter/21>. Accessed 4 October 2009.
- “Standards for Covering Trials.” Committee for Concerned Journalism. At <http://www.concernedjournalists.org/standards-covering-trials>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Talk to a journalist at your local newspaper who covers local government. (If you cover local government for your paper, find another person who covers a similar beat. You may want to talk to a colleague at another paper.) What strategies does he or she use to find and report information? Read an article about local government in the *Washington Post* or another major American newspaper. Can you identify similar strategies in this article? What did these writers do differently?
- 

**Supplemental Readings**

Gloria Pitts. “Communications: News Writing: Public Affairs Reporting: A Selective Guide to Library Resources” At <http://www.library.ncat.edu/info/reference/guides/newswriting03.htm>. Accessed 4 October 2009.

“A Continuum of Condemning the Press.” Journalism.org. At <http://www.journalism.org/node/13165>. Accessed 4 October 2009.

---

**Modeling**

Participants are asked to provide an example of public affairs reporting in the email posting.

---

**Checking for Understanding, Guided Practice, and Closure**

In comments and responses, focus on concepts and elements that participants may want to consider in their public affairs reporting criteria essays. Ask participants questions about these concepts and relate the questions to specific examples of their writing.

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Public affairs reporting criteria essay
  - Daily or weekly journal entries with articles, etc. attached (part of portfolio)
  - Peer critique assignments
  - Portfolio critique essay
  - Weekly news article assignments
-

## Lesson 3: Research and Investigation

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant  
Guide Text**

In completing this lesson, you will be able to:

- Describe in English techniques of investigative reporting and will be able to employ these techniques.
- Understand and employ techniques for computer-assisted reporting using English-language resources.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Two articles from The Center for Investigative Reporting.  
<http://www.centerforinvestigativereporting.org/>. Accessed 4 October 2009.
- Articles under “Tools for Investigative Tips” Center for Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/42>. Accessed 4 October 2009.
- Pat Stith. “A Guide to Computer Assisted Reporting: Tips and tales of investigative journalism.” Poynter Online.  
[http://poynter.org/content/content\\_view.asp?id=83144](http://poynter.org/content/content_view.asp?id=83144). Accessed 4 October 2009.
- Gregory E. Favre. “Slapping a Headline on Watchdog Journalism.” Poynter.org. [http://www.poynter.org/content/content\\_view.asp?id=82967](http://www.poynter.org/content/content_view.asp?id=82967). Accessed 4 October 2009.
- “The History of the Watchdog Mission.” Committee for Concerned Journalists. At <http://www.concernedjournalists.org/history-watchdog-mission>. Accessed 4 October 2009.
- “The Watchdog Misunderstood” At Committee for Concerned Journalists.  
<http://www.concernedjournalists.org/watchdog-misunderstood>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- How does an investigative reporter’s beat differ from other beats? Using the online resources of the Benjamin Franklin Library ([www.usembassy-mexico.gov/biblioteca](http://www.usembassy-mexico.gov/biblioteca)) and the World Wide Web, identify some English-language computer programs or databases you might use to research a news story. Do you or would you use similar types of sources in your own country? What are some of these local sources?
-

---

<b>Supplemental Readings</b>	<ul style="list-style-type: none"><li>• David Shedden. “Investigative Reporting Bibliography. Poynter.org. At <a href="http://www.poynter.org/content/content_view.asp?id=1193">http://www.poynter.org/content/content_view.asp?id=1193</a>. Accessed 4 October 2009.</li><li>• David Shedden. “Computer-Assisted Reporting Bibliography.” Poynter.org. At <a href="http://www.poynter.org/content/content_view.asp?id=1181">http://www.poynter.org/content/content_view.asp?id=1181</a>. Accessed 4 October 2009.</li></ul>
<b>Modeling</b>	Participants are asked to read about best practices of investigative journalism in their required readings.
<b>Checking for Understanding, Guided Practice, and Closure</b>	In responses to postings and comments about assignments, ask participants how they might apply more investigative techniques to their writing. Have participants respond with one or two specific suggestions.
<b>Independent Practice and Assessment</b>	The objectives of this lesson are reinforced and assessed in the following assignments: <ul style="list-style-type: none"><li>• Weekly news article assignments</li></ul>

---

## Lesson 4: News Analysis and Interpretation

<b>To the Instructor</b>	The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.
<b>Participant Guide Text</b>	<p>In completing this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Understand and employ strategies for news analysis and interpretation.</li> </ul> <p>Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:</p> <ul style="list-style-type: none"> <li>• 1-2 articles listed on the “Analysis” page of the Voice of America web site, at <a href="http://www.voanews.com/english/NewsAnalysis/index.cfm">http://www.voanews.com/english/NewsAnalysis/index.cfm</a>.</li> </ul> <p>Respond to the following email (or discussion board or online chat) posting:</p> <ul style="list-style-type: none"> <li>• What is news analysis? Why might it be important to a journalist?</li> </ul>
<b>Supplemental Readings</b>	None listed.
<b>Modeling</b>	Participants are asked to read examples of news analysis in the required readings.
<b>Checking for Understanding, Guided Practice, and Closure</b>	Have participants discuss how they analyzed their peers’ work, and point out that the website assignment on course topics was an analytical assignment. Ask participants to compare their news stories with the news analysis examples they read. What is different between the two?
<b>Independent Practice and Assessment</b>	<p>The objectives of this lesson are reinforced and assessed in the following assignments:</p> <ul style="list-style-type: none"> <li>• Weekly news article assignments</li> <li>• Daily or weekly journal entries with articles, etc. attached</li> <li>• Website assignment on course topics</li> <li>• Peer critique assignments</li> <li>• Self-critique assignment</li> </ul>

## Lesson 5: Writing and Interpreting Public Affairs Documents

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Write and interpret English-language press releases, public service announcements, and policy statements.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Each participant should find a press release, a public service announcement, and a policy statement as noted in the email posting.

Respond to the following email (or discussion board or online chat) posting:

- On the internet, find a press release, a public service announcement, and a policy statement. Each document should be in English; provide the URL for each one. How does each document differ from the others? Explain how you might use each one when writing a news story. What parts of each would you leave out, and why?
  - Write a press release based on the models you have seen in this lesson.
- 

**Supplemental Readings** “How to Write Public Service Announcements.” At <http://www.press-release-writing.com/how-to-write-public-service-announcements/>. Accessed 4 October 2009.

World Federation of United Nations Associations. “How to write a policy statement or position paper” At <http://www.wfuna.org/site/c.rvIYIcN1JwE/b.3784333/>. Accessed 4 October 2009.

Albiniak, Paige. “NBC Universal.” *Broadcasting & Cable* 135:26 (27 June 2005), 26. Available through EBSCO Communication & Mass Media Complete.

Palmgreen, Philip; Zimmerman, Rick; Noar, Seth; Lu, Hung-yi; Lustria, Mia. “What Makes an Effective Public Service Announcement? A Test of Four Theoretically-Driven Approaches.” *Conference Papers -- International Communication Association; 2005 Annual Meeting*, New York, NY, 1-28. Available through EBSCO Communication & Mass Media Complete.

---

**Modeling** Participants are asked to provide examples of a press release, a public service announcement, and a policy statement in the email posting.

---

**Checking for Understanding, Guided Practice, and Closure** In responses and comments, ask participants how a press release differs from a news story. Who decides how much of a press release to include in a news story?

---

---

**Independent Practice and Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Weekly news article assignments
  - Public affairs reporting criteria essay
  - Peer critique assignments
  - Portfolio critique essay
-

## Lesson 6: Journalistic Skills

---

<b>To the Instructor</b>	The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.
--------------------------	--

---

<b>Participant Guide Text</b>	<p>In completing this lesson, you will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to conduct research, take notes, and interview sources on- and off-record in English.</li> <li>• Articulate in English the importance of factual and linguistic accuracy, and will demonstrate a high degree of accuracy in their assignments.</li> <li>• Articulate in English the significance of meeting deadlines.</li> </ul>
-------------------------------	---

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Select two to three articles under “Tools for Interviewing,” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/30>. Accessed 4 October 2009.
- Select two to three articles under “Tools for Accuracy,” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/37>. Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Explain your personal research process. How do you do research for stories you are writing or are planning to write? Describe how you take notes for a story. Describe what you do when you interview a source for a story.
- 

<b>Supplemental Readings</b>	Remaining articles under each subheading listed on the “Tools for Interviewing” and “Tools for Accuracy” pages on The Committee of Concerned Journalists web site.
------------------------------	--

---

<b>Modeling</b>	Participants are to read about best practices in accuracy in their required readings.
-----------------	---

---

<b>Checking for Understanding, Guided Practice, and Closure</b>	In comments and responses, ask participants to fact-check their most recent weekly news article assignment, and encourage peers to do as much fact-checking as they can in the peer reviews.
---	--

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Weekly news article assignments
  - Feature article on a journalist
-

## Lesson 7: Writing Practice

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Demonstrate skill and improvement in writing effective leads, attributing and quoting sources, employing news story structure (including inverted pyramid structure), and writing single-sentence paragraphs in English.
- Articulate the meaning of readability and will be able to identify and explain some measures of readability.
- Attribute and quote sources accurately in English.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- “Teacher Helpers: Fry’s Readability Graph: Directions for Use” at <http://school.discovery.com/schrockguide/fry/fry.html>.
- Gourley, Catherine. “Mastering the Inverted Pyramid.” *Writing*. 25:4 (Jan 2003), 8-10. Available through EBSCO Academic Search Premier.
- Christopher S. Smith. “So Many Headlines, So Few Zingers.” Poynter Online. [http://poynter.org/content/content\\_view.asp?id=80357](http://poynter.org/content/content_view.asp?id=80357).
- “Tools for Storytelling.” The Committee of Concerned Journalists. At <http://www.concernedjournalists.org/tools/filter/15>. Accessed 4 October 2009.
- Howard I Finberg, “How Headlines Can Help.” Poynter.org. At [http://www.poynter.org/content/content\\_view.asp?id=62087](http://www.poynter.org/content/content_view.asp?id=62087). Accessed 4 October 2009.

Respond to the following email (or discussion board or online chat) posting:

- Find a news story in your local newspaper or in an English-language newspaper (include the URL or a copy of the text). Rewrite the lead of this story, which may be one or more paragraphs in length. List the words the author used to identify each source in the story.
  - Read the article located at <http://school.discovery.com/schrockguide/fry/fry.html>. What is readability? If your word processing program has a readability tool (use the Help menu to find out), identify the readability score of your rewritten lead. Share this score with your fellow course participants.
- 

**Supplemental Readings** Kunkel, Thomas. “So Say Something.” *American Journalism Review*. 23:9 (Nov 2001), 4. Available through EBSCO Communication & Mass Media Complete.

---

---

<b>Modeling</b>	Participants are asked to provide an example of a good lead in the email posting, and then are asked to model the strategies identified in their required readings.
<b>Checking for Understanding, Guided Practice, and Closure</b>	In comments and responses, focus on evaluating the leads, attribution, and structure of the participants' work. Encourage peers to do the same in their peer critiques.
<b>Independent Practice and Assessment</b>	The objectives of this lesson are reinforced and assessed in the following assignments: <ul data-bbox="500 604 1230 772" style="list-style-type: none"><li>• Editorial, feature articles, weekly news article assignments</li><li>• Peer critique assignments</li><li>• Portfolio critique essay</li><li>• Feature article on a journalist</li></ul>

---

## Lesson 8: Rhetorical Strategies

---

**To the Instructor** The information in “Participant Guide Text” allows participants to see the objectives of the lesson, the email posting, and the required input materials (required readings). The information following this text completes the lesson plan.

---

**Participant Guide Text** In completing this lesson, you will be able to:

- Apply principles of reasoning, logic, and rhetoric to English-language writing assignments.
- Write clearly and coherently in English.
- Demonstrate critical thinking skills.

Complete the following readings before the lesson begins, as they are required for effective discussion of the topic:

- Chip Scanlan. “Write Tight! Tips for Short Writing.” Poynter Online, at <http://www.poynter.org/dg.lts/id.4457/content.view.htm>. Accessed 4 October 2009.
- Larocque, Paula. “Don't miss the point: Focus makes for clear writing.” *Quill*. 89:7 (Sep 2001), 71. Available through EBSCO Communication & Mass Media Complete.

Respond to the following email (or discussion board or online chat) posting:

- Find a long news article online. Using information from the reasoning strategies handout assignment (you may use any participant’s handout), analyze the reasoning pattern of the article. Does the author use any of the stylistic devices you or your fellow class participants identified?
- 

**Supplemental Readings** LaRocque, Paula. “Use large words sparingly.” *Quill*. 90:9 (Dec 2002), 38. Available through EBSCO Communication & Mass Media Complete.

Scott M. Libin. “Word Watch: Allegedly Innocent Suspects.” Poynter Online. <http://poynter.org/content/content.view.asp?id=83900>. Accessed 4 October 2009.

---

**Modeling** Participants are asked to provide examples of stylistic devices in the email posting.

---

**Checking for Understanding, Guided Practice, and Closure** Have participants revisit the group’s handout assignments on reasoning strategies. Have participants identify places in their weekly news articles that they might revise to include a stylistic device.

---

---

**Independent  
Practice and  
Assessment**

The objectives of this lesson are reinforced and assessed in the following assignments:

- Weekly news article assignments
  - Handout assignment on reasoning strategies
-

## Course Segment 2 Assignments

---

### **Introduction**

This section following this page provides descriptions of the assignments in course segment 2.

---

## Email (or Discussion Board or Online Chat) Postings

---

<b>Note to Instructor</b>	<p>Use the postings listed for each lesson as a starting place for discussion. If you choose, you may substitute the questions provided with questions of your own; however, if you do so, be sure to give your participants advance notice that you have changed the questions.</p> <p><i>The day before a posting is due</i>, remind participants to complete the appropriate posting and distribute it to all course participants (through email or discussion board/chat room). Participants should be expected to complete a posting by the end of the first day of the corresponding lesson (email), or before the class meets in a discussion board or chat room. See the “Calendar” section for lesson start days.</p>
<b>Due Date</b>	<p>Midnight (instructor’s time zone) ending the first day of the lesson in which the question is assigned OR at the beginning of a chat session during a live class (if applicable).</p>
<b>Learning Outcomes</b>	<p>In completing this assignment, you will:</p> <ul style="list-style-type: none"> <li>• Demonstrate critical thinking skills.</li> <li>• Demonstrate your command of the required readings.</li> </ul>
<b>Assignment Description</b>	<p>For this assignment, you will be given asked to demonstrate critical thinking in thoughtful responses to the questions posed. Your responses should demonstrate that you have completed the required readings.</p>
<b>You Will Submit</b>	<p>A completed assignment will consist of a 100-200 word informal response to the question presented. You may choose to provide more detail or personal experience if you would like to do so, and you may choose to respond to other participants’ email postings in addition to your response to the question.</p> <p>Your instructor will direct you to submit your email postings in one of three ways:</p> <ul style="list-style-type: none"> <li>• On a discussion board that all participants can access.</li> <li>• Through direct email message to the instructor and the entire list of participants.</li> <li>• In the online chat area during a live class.</li> </ul>
<b>Discussion Questions for Course Segment 2</b>	<p>In course segment 2, you will be asked to respond to one question for each lesson. You may also respond to other participants’ comments from previous lessons. The questions for each lesson are listed in the “Course Segment 2 Lessons” topic.</p>
<b>Evaluation</b>	<p>This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.</p>

## News Article Assignments

---

**Note to Instructor** On the last day of each week, participants are required to submit one original news article.

Assign each article on the first day of each week; at this time, tell your participants whether they may select a topic for themselves or whether they must write about a news event you assign. For example, if a natural disaster is making headlines, you may want your participants to cover that disaster; in discussion, you can then discuss the writing choices each participant made. Alternatively, you may ask your participants to write a news story about a scientific development in their home country or countries, or you may ask them to write about any newsworthy event that interests them.

---

**Due Date** Midnight (instructor's time zone) ending the last day of each week of course segment 2.

---

**Learning Outcomes** In completing the weekly news articles, you will:

- Understand the function of journalists in democracy.
- Identify newsworthy events and activities.
- Summarize English-language news stories, press releases, policy statements, and public service announcements accurately.
- Identify the differences between a news story, editorial, and feature.
- Identify events, people, and issues in current affairs.
- Attribute source material accurately.
- Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories.
- Use the AP style manual (online or hard copy format) to produce stylistically correct stories.
- Perform on-and off-record interviews in English.
- Evaluate the quality of sources through analysis and research.
- Integrate rhetorical and stylistic skills in original English-language stories.
- Use public affairs reporting techniques to produce original news reports in English.
- Accurately report English-language DOS policy statements and related documents.
- Revise or rewrite their articles to reflect quality reporting

---

**Assignment Description** In this set of assignments, you will practice your English writing skills by writing original news stories about topics of your choice.

---

---

**You Will Submit**

Each week during the second half of the course, participants will be required to write one English-language news story of 600-800 words, following AP style.

Each story should include a budget line that uses the following format:

STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.

Each story should also include a correctly formatted source list and copies of supplemental documents used.

Stories will be evaluated on the following:

- News value
- Lede
- Structure
- Clarity and coherence
- Accuracy of facts and source attribution
- Grammar and mechanics

You are expected to revise your news articles, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.

---

**Evaluation**

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Reasoning Strategies Handout Assignment

---

**Note to Instructor** For this assignment, each participant is to create a handout, which he or she is to distribute to the entire class. Inform participants that each of them should keep a copy of every handout; they will use these handouts later in course segment 2.

Be sure that each participant selects a different topic; you may choose to repeat topics in a very large class, or you may add other important topics as you see fit. In either case, be sure to make your instructions to participants very clear.

Assign this essay on the first day of week 1, and remind participants that they have one week to complete it.

---

**Due Date** Midnight (instructor's time zone) ending the last day of week 2.

---

**Learning Outcomes** In completing this assignment, participants will develop an understanding of the patterns and conventions of logic and reasoning in American English.

---

**Assignment Description** When people from different cultures meet, they may not only speak different languages, but may also use different conventions of logic and reasoning. When a journalist evaluates reporting from another culture, knowing how writers in that culture reason and use logical rules can help reduce misinterpretation and misunderstanding.

For this assignment, participants will create an electronic handout to present to peers. Each handout should identify an element of American logic or reasoning, should describe how it is used, should identify related concepts, should provide an article that exemplifies that element of logic or reasoning, and should provide questions to help peers analyze the article.

Each participant may choose from one of the topics listed below, or may request a topic that does not appear on the list. If possible, each participant should choose a topic that no one else is covering.

**HINT:** Try looking at websites such as [www.americanrhetoric.com](http://www.americanrhetoric.com) or <http://humanities.byu.edu/rhetoric/silva.htm>.

---

**Assignment Description**  
(continued)

**NOTE:** If you are teaching a small class, direct your participants to choose one of the more important topics, marked (only in the Instructor Guide) with a star (★) below.

Amplification	Figures of speech	Precision vs. accuracy
Analogical reasoning★	Hyperbole	Pro/con reasoning★
Cause-and-effect reasoning★	Inductive reasoning★	Proof
Circumstantial	Kaplan's rhetorical styles★	Propriety
Cognitive dissonance	Logical fallacies★	Simile
Comparison	Logos	Simplicity vs. ornateness
Deductive reasoning★	Metaphor★	Syllogism
Definition	Metonymy	Synecdoche
Division or dissociation★	Mythos	Testimony
Enthymeme	Parallelism	Toulmin argumentation
Ethos★	Pathos	Whole/parts
Evidence	Personification	Your choice (instructor approval required)
Fairness vs. objectivity	Precedent	

**You Will Submit**

A completed assignment will consist of the following:

- A sample article available online that exemplifies the concept chosen.
- A one- to two-page electronic handout that:
  - Defines the chosen term.
  - Describes how the concept is used in journalism.
  - Identifies related concepts.
- Poses questions about the concept that peers can use to analyze the attached article.

**Evaluation**

This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

## Editorial Assignment

---

**Note to Instructor** Assign this article on the first day of week 3. Be sure participants understand that their editorials should be about media coverage of an event, not about the event itself.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 3.

---

**Learning Outcomes** In completing this assignment, you will:

- Understand the function of journalists in democracy.
- Identify newsworthy events and activities.
- Summarize English-language news stories, press releases, policy statements, and public service announcements accurately.
- Identify the differences between a news story, editorial, and feature.
- Identify events, people, and issues in current affairs.
- Attribute source material accurately.
- Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories.
- Use the AP style manual (online or in hard copy form) to produce stylistically correct stories.
- Perform on-and off-record interviews in English.
- Evaluate the quality of sources through analysis and research.
- Integrate rhetorical and stylistic skills in original English-language stories.

---

**Assignment Description** In this assignment, you will write an editorial that evaluates how reporters have covered a specific incident in the press. You may, for example, critique how reporters wrote about governmental response to a natural disaster, how reporters covered a trade summit, or how reporters discussed the announcement or enforcement of governmental policy.

---

---

**You Will Submit**

Each participant will be required to write one 300-500 word editorial on how journalists reported a specific incident in the press, following AP style and using news reports of the incident from various publications.

The editorial should include a budget line that uses the following format:

STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.

Each story should also include a correctly formatted source list and copies of supplemental documents used.

The completed editorial should:

- Make an evaluative or arguable claim about how well or poorly the reporting fulfilled the obligations of journalists in a democracy.
- Establish the criteria on which the participant's judgment is based.
- Organize information effectively.
- Provide evidence from the original reports.
- Address oppositional points of view.
- Employ an appropriate writing tone.
- Avoid engaging in speculation.
- Refer to 4-5 news reports of the incident from at least three different publications.

You will be expected to revise your editorial, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.

---

**Evaluation**

This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

---

## Feature Article Assignment

---

**Note to Instructor** Assign this article on the first day of week 4. Explain to participants that they are required to conduct at least one interview for this assignment.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 4.

---

**Learning Outcomes** In completing this assignment, you will:

- Understand the function of journalists in democracy.
- Identify newsworthy events and activities.
- Summarize English-language news stories, press releases, policy statements, and public service announcements accurately.
- Identify the differences between a news story, editorial, and feature.
- Identify events, people, and issues in current affairs.
- Attribute source material accurately.
- Use English-language computer resources (such as the Lexis-Nexis and EBSCO databases) to research stories.
- Use the AP style manual (online or hard copy format) to produce stylistically correct stories.
- Perform on-and off-record interviews in English.
- Evaluate the quality of sources through analysis and research.
- Integrate rhetorical and stylistic skills in original English-language stories.

---

**Assignment Description** In this assignment, you will write a feature story about a working print journalist in your country.

---

---

**You Will Submit**

Each participant will be required to write one English-language feature story of 1000- 2000 words, following AP style and using both primary sources (gathered by the participant first-hand, such as interviews) and secondary sources (gathered from other sources, such as books); at least one source should be interviewed.

The article should include a budget line that uses the following format:

STORY NAME – Brief description of story. YOUR NAME. Length: XXX words.

Each story should also include a correctly formatted source list (including readings) and copies of supplemental documents used. The article should be structured around the following information:

- Select a working print journalist whose primary work is in politics, economics or social issues, and whose work you respect. Read five or more newspaper articles or three magazine articles by this journalist.
- Provide a biographical paragraph that discusses the person’s journalism career.
- Critique the content of the journalist’s work, explaining why you think his or her reporting is strong.
- Critique the style of the journalist’s work, explaining why you think he or she is an effective communicator.
- Using examples from the journalist’s work, explain what role a journalist should play in a democracy and why you think this journalist fulfills that role.

You will be expected to revise your feature article, based on instructor and peer critiques, to submit in the final portfolio/stringbook later in the course.

---

**Evaluation**

This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Journalism Law, Ethics, Values, and Rhetoric Segment Project

---

**Note to Instructor** Assign this project on the first day of week 3. Remind participants that they have three weeks to complete the project.

When you discuss the assignment, be sure participants understand that the goal of the assignment is not to prove the superiority of one culture over another; rather, the goal is to understand how culture influences language and how language conventions influence journalism.

Participants may ask for additional help as they look for resources. If they need a specific article from a database, refer them to the Benjamin Franklin Library Mexico request page (<http://www.usembassy-mexico.gov/bbf/bfforma.htm>) for additional help.

---

**Due Date** Midnight (instructor's time zone) ending the final day of week 5.

---

**Learning Outcomes** In completing this assignment, participants will:

- Recognize legal constraints and rights of journalists
- Use English-language computer resources (specifically, web sites and online databases) to perform research.
- Employ critical thinking skills.

---

**Assignment Description** For this assignment, participants will compare the value systems, ethical conventions, and legal responsibilities of journalists in the participant's home country and the United States of America.

---

**You Will Submit** A completed assignment will consist of the following:

- A chart comparing legal responsibilities, value systems, ethical conventions, and rhetorical conventions of journalists in the participant’s home country and in the United States of America.
- A 500-850 word news analysis, following AP style, that discusses the similarities and differences listed in the chart, paying special attention to the significance of these comparisons for journalists who report international news. Why would it be important to understand how law affects reporting in another country? Why would it be important to understand the value systems and ethical conventions of another country?

**HINT:** For good examples of news analysis, read a news magazine, such as *The Economist*.

Law	Value Systems	Ethical Conventions	Rhetorical Conventions
Banned books and censorship Cameras in the courtroom Copyright Free press Free speech Freedom of information Hate speech Libel Media ownership National security and media New media Privacy Telecommunications regulation	Constitutional protection Individualism/collectivism Masculinity/femininity (using Geert Hofstede’s cultural dimensions theory) Oppositional press Power distance Time orientation Uncertainty tolerance	Use the list of ethical positions developed in the code of ethics group assignment.	Ethos Hyperbole Kaplan’s rhetorical styles Logical fallacies News structure Ornateness Proof Reasoning strategies Source confirmation Understatement

**Evaluation** This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

## Peer Critique Assignments

---

<b>Note to Instructor</b>	<p>Each participant is required to complete three peer critiques in course segment 2. The requirements for each critique are very similar.</p> <p>On the day you assign each peer critique, you must also provide your participants with a critique prompt (these prompts are not provided for you). Use your knowledge of your participants and prior class discussions as sources for the prompt. For example, if your class has discussed AP style at length, you may want to have the participants spend some time critiquing one another's style.</p> <p>You may choose how you wish to assign critiques. You may want to use critique partners (two people critique each other's assignments throughout the course segment), random assignments (you determine which participant will critique which work), participant-selected pairs (participants choose the articles they will critique), or another method of assignment. Regardless of the method you choose, be sure to make it clear to the participants in your class, and be sure that each person will receive at least one peer critique.</p> <p>Assign the critiques on the following days:</p> <ul style="list-style-type: none"><li>• The peer critique of the editorial on the first day of week 3.</li><li>• The peer critique of the feature article on the first day of week 4.</li><li>• The peer critique of the news articles on the first day of week 5. Participants may select one news article to critique, or may critique more than one</li></ul>
---------------------------	---

<b>Due Dates</b>	<p>You are responsible for three peer critiques in the second segment of the course:</p> <ul style="list-style-type: none"><li>• A peer critique of the editorial must be submitted by midnight (instructor's time zone) ending the last day of week 3.</li><li>• A peer critique of the feature article must be submitted by midnight (instructor's time zone) ending the last day of week 4.</li><li>• A peer critique of the weekly news articles must be submitted by midnight (instructor's time zone) ending the last day of week 5.</li></ul>
------------------	--

<b>Learning Outcomes</b>	<p>In completing these assignments, you will:</p> <ul style="list-style-type: none"><li>• Critique samples of public affairs reporting in English.</li><li>• Demonstrate professional courtesy.</li><li>• Demonstrate critical thinking skills as applied to your peers' work.</li></ul>
--------------------------	--

<b>Assignment Description</b>	<p>In these assignments, you will critically evaluate the work of your peers. In doing so, your goal is to learn how to improve your own writing.</p>
-------------------------------	---

---

---

**You Will Turn In** For each writing assignment (news articles, feature article, editorial), participants are required to complete a critique of a peer's work (approximately 20-30 sentences), following AP style. Your instructor will tell you whose work you are to critique for these assignments, and you will be given specific writing prompts.

Critiques should:

- Thoroughly address the assignment prompt.
- Support all claims or criticisms with evidence from the original work.
- Provide suggestions for improvement for the original writer.
- Demonstrate critical thinking skills.
- Demonstrate professional courtesy.

You are to include each peer critique received with the corresponding article in the final portfolio/stringbook.

---

**Evaluation** This assignment will be evaluated according to the rubric in the "Evaluating Assignments" section.

---

## Portfolio Critique Assignment

---

**Note to Instructor** Assign this critique on the first day of week 5.

When you discuss this assignment with your class, be sure to provide an assignment prompt that reflects your class discussions and your participants' level of language skill.

Remind participants that the portfolio critique should be accompanied by a rewritten news article, editorial, and feature, and that all the peer critiques they have received should be attached. If they do not have a peer critique for the news article, which is due the same day as this assignment, do not penalize them.

---

**Due Date** Midnight (instructor's time zone) ending the last day of week 5.

---

**Learning Outcomes** In completing this assignment, you will:

- Critique samples of public affairs reporting in English.
  - Demonstrate professional courtesy.
  - Demonstrate critical thinking skills as applied to your own and your peers' work.
  - Revise your own writing for greater impact.
- 

**Assignment Description**

At the end of the course, participants will be required to submit a 1000-1500 word essay, following AP style, in which they evaluate the body of work they produced during the course. Participants will be given specific writing prompts toward the end of the term. All portfolio critique essays should:

- Thoroughly address the assignment prompt.
- Support all claims or criticisms with evidence from the original work.
- Demonstrate critical thinking skills.
- Demonstrate professional courtesy.
- Discuss the significance of instructor and peer feedback in the writing process.
- Evaluate the writer's progress in reporting, in use of the English language, and in application of course theory and content.

This essay should appear at the beginning of the final portfolio/stringbook.

---

- 
- You Will Submit** A completed assignment will consist of the following:
- Portfolio critique essay.
  - Revised weekly news article assignments with the original version, the source list, and all document materials attached.
  - A revised feature article on a journalist with the original version, the source list, interview notes, and all document materials attached.
  - A revised editorial on reporting regarding a specific incident with the original version and all document materials attached.
  - Peer critique assignments from course segment 2.

---

**Evaluation** This assignment will be evaluated according to the rubric in the “Evaluating Assignments” section.

---

## Frequently Asked Questions

---

### Introduction

In this section, you may find answers to some frequently asked questions. Please send additional questions to your instructor as they arise.

**NOTE:** This section is to be completed after the course is tested.

---

### How Do I Email My Instructor?

---

### How Do I Attach Documents to an Email?

---

## Glossary

---

### Introduction

In this section, you may find definitions to words in this document that may or may not be familiar to you. Please send additional words to your instructor as you find them.

<b>Word</b>	<b>Meaning</b>
Site map	
URL	

---

## Bibliography of Course Readings

---

### Introduction

This bibliography lists all the course readings identified in this guide, both those that are required and those that are suggested. Selected articles, particularly those from academic sources, include an abstract taken in entirety from the source.

---

### Sources

- “Analysis.” Voice of America web site. At <http://www.voanews.com/english/NewsAnalysis/index.cfm>. Accessed 29 December 2005.
- “Anatomy of a Press Release.” <http://www.ssdesign.com/librarypr/content/f4pr.shtml>. Accessed 29 December 2005.
- “Elements of a Press Release.” At <http://www.ais.msstate.edu/AEE/Tutorial/3203presselements.html>. Accessed 29 December 2005.
- “How to Write a Great Press Release.” At <http://www.publicityinsider.com/release.asp>. Accessed 29 December 2005.
- “How to Write a Policy Statement or Position Paper.” World Federation of United Nations Associations. At [http://www.wfuna.org/what/education/modelun/materials/smpl\\_pol\\_statem ent.cfm](http://www.wfuna.org/what/education/modelun/materials/smpl_pol_statem ent.cfm). Accessed 29 December 2005.
- “Making Stories More Accurate.” Journalism.org web site. At <http://www.journalism.org/resources/tools/reporting/accuracy/print.asp>. Accessed 29 December 2005.
- “Press Release Tips and Guidelines.” At <http://www.prweb.com/pressreleasetips.php>. Accessed 29 December 2005.
- “Public Relations, Advertising & Marketing - What's the Difference?” University of California - Berkeley Career Center. October 11, 2002. At <http://career.berkeley.edu/Article/021011a.stm>. Accessed 29 December 2005.
- “Senate Votes to Undo FCC Media Ownership Rules,” Cox News Service, September 16, 2003 Tuesday, Washington, General News. Lexis-Nexis.
- “Teacher Helpers: Fry’s Readability Graph: Directions for Use” at <http://school.discovery.com/schrockguide/fry/fry.html>.
- “The Inverted Pyramid.” [http://www.onlinewbc.gov/docs/market/mk\\_release\\_pr.html](http://www.onlinewbc.gov/docs/market/mk_release_pr.html). Accessed 29 December 2005.
- “What Makes a Story Newsworthy?” Media College web site. <http://www.mediacollege.com/journalism/news/newsworthy.html>. Accessed 29 December 2005.

“When to Send a Press Release.” *Broker Magazine*. 7:6 (Sep 2005), 9. EBSCO Business Source Premier.

Focuses on the use of a press release as a form of marketing for a mortgage broker. Methods used by media members to determine if the issue is newsworthy and useful to the readers; Use of a press release to announce information to the public as well as to competitors regarding the existence of one's business and its activities; Impact of press releases on the position of the business on the market.

“Who Has Your Back?: Journalism in the corporate age.” *Columbia Journalism Review*. 44:3 (Sep/Oct 2005), 7. EBSCO Communication & Mass Media Complete.

Addresses some issues concerning the protection of media sources in the U.S. in 2005. Legal aspect of the protection of media sources; Reason for the decision of the newspaper "Plain Dealer" to hold articles based on leaked documents; Importance of confidential sources to the journalism practice.

Albiniak, Paige. “NBC Universal.” *Broadcasting & Cable* 135:26 (27 June 2005), 26. EBSCO Communication & Mass Media Complete.

Presents information on The More You Know public-service campaign from National Broadcasting Co., started in 1989 in the U.S. Awards received by the campaign; Focus of the network's public-service announcements; Information on a public-service campaign from the network's commonly owned television station Telemundo.

Calvert, Clay. “Clashing Conceptions Of Press Duties: Public Journalists And The Courts.” *Communication Law & Policy*. 2:4 (Autumn 1997), 441-76. EBSCO Communication & Mass Media Complete.

This article bridges the growing, but controversial, public journalism movement with First Amendment jurisprudence and libel law. It examines whether the movement finds support in laws that affect the press and, in particular, in court-created defenses and privileges that protect journalists in modern defamation law. Do defenses that safeguard journalists in their traditional routines as fact gatherers and reporters also protect them in the kinds of roles and duties envisioned by public journalism advocates? Furthermore, has the United States Supreme Court, in non-defamation cases involving the First Amendment, expressed concern for protecting what might be called the "public journalism functions" of the press? Does the Court create a different image for the press than the one envisioned by public journalism advocates? This article addresses these questions. It ultimately concludes that public journalists and courts have two very different conceptions about the role that journalists play in a democracy.

Case, Tony; Giobbe, Dorothy. “79th annual Pulitzer Prizes.” *Editor & Publisher*. 128:16 (22 Apr 1995), 17-23. EBSCO Academic Search Premier.

Presents the winners of the 79th annual Pulitzer Prizes. Public service gold medal for the `Virgin Islands Daily News'; Winners for spot news reporting, investigative reporting, explanatory journalism, beat reporting, national reporting, international reporting, feature writing, commentary, criticism, editorial writing, editorial cartooning, spot news photography and feature photography.

Cranberg, Gilbert. "Closing Ethical Loopholes: When Accuracy is Not Enough." *Columbia Journalism Review*. 44:2 (Jul/Aug 2005), 10. EBSCO Communication & Mass Media Complete.

This article deals with the loopholes of the journalism ethics code in the U.S. Journalism ethics codes are filled with advice to be accurate and to tell the truth, but no official code obligates the press to tell the truth about the exaggerations and outright falsehoods it quotes. For years, the Associated Press Managing Editors (APME) Association rejected that view. The ethics code in place at least since 1974 declared that the newspaper should background with the facts, public statements that it knows to be inaccurate or misleading. The passage was dropped when APME rewrote the code in 1994 to make it. Given that hoodwinking has become virtually a way of public life, something like the defunct APME language deserves to be dusted off, copied widely, and conscientiously applied. Unless news organizations develop the competence and will to correct the record, the press will continue to be hornswoggled by the politicians.

Ellertsen, Pete. "Summaries: A Basic Skill." At <http://www.sci.edu/classes/ellertsen/summary.html>. Accessed 29 December 2005.

Fancher, Michael R. "Times Business Columnist Resigns over Plagiarism Veteran Staffer Stephen Dunphy; He Apologizes to Readers, Peers." *The Seattle Times*, August 22, 2004, Sunday, Fourth Edition, ROP ZONE; News, A1. Lexis-Nexis.

Financial Times web site. At <http://news.ft.com/home/europe>. Accessed 29 December 2005.

Gourley, Catherine. "Mastering the Inverted Pyramid." *Writing*. 25:4 (Jan 2003), 8-10. EBSCO Academic Search Premier.

Focuses on how to use inverted pyramid, a classic news writing method to present noteworthy information in news stories. Benefits of the news writing formula to readers; Steps to write a story using the format; Reference to a story that uses the format.

Grunwald, Ebbe. "Narrative Norms in Written News." *Nordicom Review*. 26: 1 (May 2005), 63-80. EBSCO Communication & Mass Media Complete.

News writing is organized in accordance with a norm usually visualized as an inverted pyramid. The purpose is to support a focus to tell the reader, which information is the most actual, important and relevant. News is also stories about selected factual events narrated and re-narrated by sources and journalists. The involved communication acts of journalism are important tools in the hands of the writer by means of which news is made understandable, credible and interesting. The tools are used differently in papers and genres, and they are still influenced by the continuous competition among the daily papers in the market. The purpose of this article is to explore, punctually demonstrate and explain the narrative norms that govern the writing of news. It defends the point of view that the contextual conditions of this journalistic activity is developing narrative modes and voices that fit into the ongoing fight for the attention of a treacherous public.

- Hentoff, Nat. "My failure to be fair to the President." *Media Studies Journal*. 12:2 (Spring/Summer 1998), 18-22. EBSCO Academic Search Premier.  
Opinion. Discusses the value of journalists recognizing their own biases, highlighting the regrets which the author has of articles written about the United States President, Bill Clinton. Relationship between being aware of your own biases and being fair; Benefits of fairness in journalism; Qualities which aids a journalist survival; Reasons for the author's regrets; Issues relating to President Clinton which contributed to the writing style of the author.
- Jampole, Marc. "Long-held Myths can Hurt PR." *B to B*. 90:2 (14 Feb 2005), 11. EBSCO Business Source Premier.  
This article highlights three myths that many public relations practitioners base strategic decisions. Myth No. 1: Always release bad news and never release good news on Friday afternoon. This myth is based on a superficial analysis of old surveys of newspaper readership that suggest fewer people read the paper on Saturday. Myth No. 2: You have to write long case histories to attract feature coverage. What convinces a reporter to do a case history is not a lengthy narrative, but the hook — the angle that made the story interesting, unique or trendy. Myth No. 3: I have friends in the news media who will cover the story. The assumption behind this myth is not only fallacious but also suggests that reporters are driven more by friendship than by their analysis of what is newsworthy. Yet many companies tell us that most agencies have promoted "friends in the news media" as a reason to engage them as PR consultants. These are but three examples of a large number of myths perpetrated by many PR professionals. At the heart of these myths is a failure to analyze the current needs of the target audiences.
- Kelly, Jean; Knight, Jan; Peck, Lee Anne; Reel, Guy. "Straight/Narrative? Writing Style Changes Readers' Perceptions of Story Quality." *Newspaper Research Journal*. 24:4 (Fall 2003), 118-122. EBSCO Academic Search Premier.  
Examines the impact of writing style on reader assessment of story characteristics. Information on other studies dealing with the same topic; Usage of stories about crime and environment in the study; Comparison between narrative crime story and straight-news version.
- Kunkel, Thomas. "So Say Something." *American Journalism Review*. 23:9 (Nov 2001), 4. EBSCO Communication & Mass Media Complete.  
Comments on the entries submitted to the 2001 national journalism contest sponsored by the American Association of Sunday and Features Editors. Description of the pieces; Blandness of newspaper stories; Factors comprising good news writing.
- Larocque, Paula. "Don't miss the point: Focus makes for clear writing." *Quill*. 89:7 (Sep 2001), 71. EBSCO Communication & Mass Media Complete.  
Offers advice on news writing. Reason for the failure to keep to one main idea per sentence; Sentence to use; Solution to the problem of obtrusion.

LaRocque, Paula. "Familiarity need not breed stilted, boring or lifeless writing." *Quill*. 83:7 (Sep 1995), 40. EBSCO Communication & Mass Media Complete.

Suggests that reporters abandon the report-writing style for the conversational approach. Problem with the report-writing style; Importance of the appearance of the written word; Enhancement of routine stories.

LaRocque, Paula. "Short, clear leads are usually more informative." *Quill*. 93:2 (Mar 2005), 24. EBSCO Communication & Mass Media Complete.

This article presents the author's discussion of short and clear leads in news writing. The overlong sentence is the journalistic equivalent of the weather, because everybody talks about it, but nobody does anything about it. Likewise, although journalists agree that long sentences usually damage clarity and readability, they do not stop writing them. If clear expression is an idea's most elegant dress, that writing is naked. It may serve certain journalistic precepts, but it does not serve the reader. And, unfortunately, it is all too typical. We are so used to it that we do not see how bad it is. But let us plead the reader's case and identify this writing for what it is. Read the passage aloud, and you will hear at once what is wrong. First, it contains too many words to be clear. Its two sentences total 114 words, more than twice the optimal sentence length. The passage also is fussed up with prepositions, passive voice and formula. Finally, it is not conversational. It is bulky with artificial implants that may seem necessary to the writer or to the editor, which amounts to the same thing, but not to the reader. The looseness of overlong sentences allows poor phrasing as well.

LaRocque, Paula. "Use large words sparingly." *Quill*. 90:9 (Dec 2002), 38. EBSCO Communication & Mass Media Complete.

Focuses on the use of turgid language in news writing. Effects of turgid writing; Information on the Diamond Jim Brady theory of communication; Benefits of using simple words in news writing.

Libin, Scott M. "Word Watch: Allegedly Innocent Suspects." Poynter Online. [http://poynter.org/content/content\\_view.asp?id=83900](http://poynter.org/content/content_view.asp?id=83900).

Lyall, Sarah. "Where Suing for Libel Is a National Specialty; Britain's Plaintiff-Friendly Laws Have Become a Magnet for Litigators." *The New York Times*, July 22, 2000, Saturday, Late Edition - Final, B7. Lexis-Nexis.

MacLeod, Alexander. "Gray Areas Riddle Effort in Britain to Enforce Strict New Privacy Code." *Christian Science Monitor*. 89:217 (3 Oct 1997), 6. EBSCO Academic Search Premier.

Examines efforts in Great Britain to enforce a strict privacy code aimed at curbing the excesses of tabloid newspapers and intrusive photography. Types of pictures which newspapers are banned from printing; Limitations on stories about children of celebrities; The efforts of Lord Wakeham, chairman of the Press Complaints Commission; Gray areas of the code which may make it difficult to enforce; How newspapers and magazines have responded.

Memcott, Mark. "Disaster Photos: Newsworthy or Irresponsible?" *USA Today* 8 May 2005. EBSCO Academic Search Premier.

- Messere, Fritz. "Analysis of The Telecommunications Act of 1996" 15 March 1996, at <http://www.oswego.edu/~messere/telcom1.html>. Accessed 29 December 2005.
- Mohl, Jeffrey D. "Changing times, changing needs." *Quill*. 91:2 (Mar 2003), 3. EBSCO Communication & Mass Media Complete. Presents an article on civic journalism, also called public journalism or community journalism, which is a model emerging in the U.S. news writing as of March 2003. Evolution of journalism; Basis for the idea of civic journalism; Association of civic journalism with resistance; Impact of the advances in technology on journalism.
- Narconews web site. At <http://www.narconews.com>. Accessed 29 December 2005.
- Obituary Central web site. At <http://www.obitcentral.com>. Accessed 29 December 2005.
- Page, Clarence. "Infotainment Shrinks the News." *Nieman Reports*. 58:4 (Winter 2004), 57. EBSCO Academic Search Premier. This article discusses matters related to infotainment in the modern journalism era. In this era of punditry and attitude, there will be a hunger for accurate and reliable reporting as long as there is something newsworthy happening. There is also a need for the analytical and investigative role that holds the powerful accountable and keeps the rascals on notice. But what is troubling is that the prognosis is less bright for the sort of punditry that tries to explain the complexities of the world. While some of us pundits still pride ourselves on being unpredictable, the marketplace increasingly seeks the predictable. Quite often the result is pseudo-intellectual cheerleading, a battle of heat-seeking interests masquerading as serious discourse. One tunes into such programs to have one's beliefs, notions and prejudices reinforced. If thorough consideration of an opposing view is the beginning of intellectual growth, much of today's infotainment seems futile.
- Palmgreen, Philip; Zimmerman, Rick; Noar, Seth; Lu, Hung-yi; Lustria, Mia. "What Makes an Effective Public Service Announcement? A Test of Four Theoretically-Driven Approaches." *Conference Papers -- International Communication Association; 2005 Annual Meeting*, New York, NY, 1-28. EBSCO Communication & Mass Media Complete. What makes an effective public service announcement? This question was addressed in the context of safer sex using a large random sample of heterosexually active young adults (N=1,463). Participants watched five 30-second safer sex PSAs on a laptop computer and answered a number of questions about their perceived effectiveness. Four theoretically-driven approaches to understanding perceived message effectiveness were then tested individually and collectively: (1) a cognitive approach, (2) an affective approach, (3) a personal utility approach, and (4) a perceived message sensation value (PMSV) approach. Results indicate the importance of designing PSAs that are viewed as relevant by the target audience (personal utility) and which contain content and formal features that increase attention to and persuasiveness of the messages (PMSV). Implications of these results are discussed, and directions for future research are offered.

Patterson, James. "Steady Assignments in Soft News: Writing Soft News Isn't Hard." *Writers' Journal*. 25: 1 (Jan/Feb 2004), 16-19. EBSCO Humanities International Index.

Discusses the strategy of covering conventions, awards programs, appreciation ceremonies, or other similar events as a way of developing steady assignments. Possibility that one may get more than one article out of such an event; Development of a good relationship with one's editors.

Pincus, Walter. "Anonymous Sources: Their Use in a Time of Prosecutorial Interest." *Nieman Reports*. 59:2 (Summer 2005), 27-28. EBSCO Academic Search Premier.

This article describes how the author and his newspaper reach decisions about publishing information from a confidential source. Protecting confidential sources, who provide me with material for many of the intelligence stories I write, is a key factor that enables me to write the stories I do about national security. Sometimes I am given or sent a document that is classified, or sources--either on their own or through answering questions--provide information that is classified. How do I decide when to publish such information provided by a confidential source? There are at least three issues involved, and they include determining whether the information is credible and verifiable, determining whether the material is newsworthy, and determining whether in the case of classified information it truly harms national security. When we do publish stories based on leaks, we risk getting subpoenaed. If that occurs, a reporter might have to confront questions about the nature of the reporter's privilege. It is called a reporter's privilege, but once I publish information from a confidential source who has risked firing or even jail to give me the information, I believe the privilege of keeping his or her name secret belongs both to the source and to me.

Pitts, Gloria. "Communications: News Writing: Public Affairs Reporting: A Selective Guide to Library Resources" At <http://www.library.ncat.edu/info/reference/guides/newswriting03.htm>. Accessed 29 December 2005.

Power Reporting web site. At <http://powerreporting.com>. Accessed 29 December 2005.

Powers, William. "Style As Substance." *National Journal*. 32:22 (27 May 2000), 1704. EBSCO Academic Search Premier.

Comments on the writing style of several journalists. Lack of stylistic verve of the China trade vote article published in 'Wall Street Journal'; Factors affecting the writing styles of journalist in public conversations.

Richey, Warren. "Publishers lose ground to freelancers in copyright case." *Christian Science Monitor* 93:148 (26 Jun 2001), 4. EBSCO Academic Search Premier.

Focuses on the decision of the United States Supreme Court which ruled that newspapers and magazines may not display printed freelance writers' work on Web sites or electronic archives without first obtaining specific permission from freelancers.

- Robins, J. Max. "No More Deep Throats?" *Broadcasting & Cable* 135:23 (6 June 2005), 4. EBSCO Business Source Premier.  
Discusses issues concerning the impact of anonymous information sources on mass media in the U.S. as of June 2005. Consequences of the lack of security for the sources of information on corporate and government malpractice; News organizations facing subpoenas for the disclosure of their confidential informers; Efforts of Republican Congressman Mike Pence in building support for a national shield law.
- Rodriquez, Rick. Hurricane Stories Demonstrate Journalism's Role. *American Editor*. 80:5 (Aug-Oct 2005), 2. EBSCO Academic Search Premier.  
Expresses views on the response of the media to the aftermath of Hurricane Katrina in the U.S. Efforts of journalists in New Orleans, Louisiana to deliver news about the disaster despite suffering from the same losses; Stance of the public on the performance of news organizations in covering the disaster based on a survey conducted by the Pew Research Center for the People & the Press; Suggested actions to be taken by journalists in fulfilling their watchdog role.
- Scanlan, Chip. "Write Tight! Tips for Short Writing." Poynter Online, at <http://www.poynter.org/dg.lts/id.4457/content.view.htm>. Accessed 29 December 2005.
- Shields, Todd. "Ownership Ban Tops D.C. Agenda." *Editor & Publisher*. 135:1 (7 Jan 2002), 5. EBSCO Academic Search Premier.  
Reports the legislation on media concentration in Washington D.C. Opposition of several serial publications on the legislation; Prohibition of a daily and a broadcast station common ownership; Impact of the legislation on newspaper and TV companies.
- Shin, Annys. "Limits on Media Ownership Stand; Supreme Court Declines to Hear Appeal," *The Washington Post*, June 14, 2005 Tuesday Correction Appended, Final Edition, Financial; D01. Lexis-Nexis.
- Sill, Andy. "Let's try to fix what's broken in local news." *Electronic Media*. 20:46 (12 Nov 2001), 6. EBSCO Academic Search Premier.  
Comments on the lackluster performance of newscast viewership before the September 11, 2001 terrorist attacks in the United States. Increase of the number of viewers avoiding local newscasts; Need for reassessing journalism basics; Enhancement of news writing styles.
- Smith, Christopher S. "So Many Headlines, So Few Zingers." Poynter Online. <http://poynter.org/content/content.view.asp?id=80357>.
- Society for Professional Journalists. "Covering News in Wartime" Journalism.org. At <http://www.journalism.org/resources/tools/ethics/wartime/default.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Covering Victims." Journalism.org. At <http://www.journalism.org/resources/tools/ethics/victims/default.asp>. Accessed 29 December 2005.

- Society for Professional Journalists. "Excerpts from Ethics Codes on Plagiarism." Journalism.org. At <http://www.journalism.org/resources/tools/ethics/plagiarism/excerpts.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Framing the News: The Triggers, Frames, and Messages in Newspaper Coverage." Journalism.org. At <http://www.journalism.org/resources/research/reports/framing/default.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Just the Facts." Return to Normalcy? How the Media Have Covered the War on Terrorism. At <http://www.journalism.org/resources/research/reports/normalcy/facts.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "The Art of Interviewing." Journalism.org. At <http://www.journalism.org/resources/tools/reporting/politics/print.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Watchdog Reporting." Journalism.org. At <http://www.journalism.org/resources/tools/reporting/watchdog/default.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Covering Politics." Journalism.org. At <http://www.journalism.org/resources/tools/reporting/politics/print.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Covering Trials" Journalism.org. At <http://www.journalism.org/resources/tools/writing/fairness/trials.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Daily Briefing." Journalism.org. At <http://www.journalism.org/resources/briefing/default.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Differences within News Genres." Return to Normalcy? How the Media Have Covered the War on Terrorism. At <http://www.journalism.org/resources/research/reports/normalcy/genres.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "Investigative Journalism Despite the Odds." Local TV News Project – 2002. Journalism.org. At <http://www.journalism.org/resources/research/reports/localTV/2002/investigative.asp>. Accessed 29 December 2005.
- Society for Professional Journalists. "The Lost Meaning of Objectivity." Journalism.org. At <http://www.journalism.org/resources/tools/writing/fairness/objectivity.asp>. Accessed 29 December 2005.

Starck, Nigel. "Posthumous Parallel and Parallax: the obituary revival on three continents." *Journalism Studies*. 6:3 (Aug 2005), 267-283. EBSCO Academic Search Premier.

The newspapers of Britain, the United States, and Australia in recent years have increased significantly the column space devoted to obituaries. In so doing, they have reinvented one of the earliest expressions of popular journalism. This article examines issues of origin, definition, authorship, and editorial practice in journalism's dying art.

Stith, Pat. "A Guide to Computer Assisted Reporting: Tips and Tales of Investigative Journalism." Poynter Online.  
[http://poynter.org/content/content\\_view.asp?id=83144](http://poynter.org/content/content_view.asp?id=83144). Accessed 29 December 2005.

U. S. Department of State web site. At <http://www.state.gov/g/tip>. Accessed 29 December 2005.

Ungerer, Friedrich. "Ads as news stories, news stories as ads: The interaction of advertisements and editorial texts in newspapers." *Text*. 24:3 (2004), 307-328. EBSCO Academic Search Premier.

The article starts out from the prototypical descriptions of strategic goals of news writing (news values, top-down processing) and advertising copy (as suggested by the AIDA formula). Though somewhat dated, these goals are still prominent in the minds of readers and consumers, and they reflect the underlying principles of credibility (for news writing) and desire (for ads). Focusing on hybrid examples (ads imitating news stories, news stories integrating advertising elements), which are submitted to a detailed analysis, the urge for credibility and the arousal of desire are identified as the driving forces behind cross-genre imitation in ads and news stories respectively. Although the interaction is most spectacular between ads and news stories, it is no less common between ads and other newspaper genres, such as expert interviews and feature articles (e.g. environmental features, travel features, shopping features).

United Nations Office on Drugs and Crime web site. At <http://www.unodc.org/unodc/index.html>. Accessed 29 December 2005.

University of Iowa Library web site. At <http://bailiwick.lib.uiowa.edu/journalism>. Accessed 29 December 2005.

*USA Today* web site. At <http://www.usatoday.com/news/digest.htm>. Accessed 29 December 2005.

Voakes, Paul S. "Rights, Wrongs, and Responsibilities: Law and Ethics in the Newsroom." *Journal of Mass Media Ethics*. 15:1 (2000), 29-42. EBSCO Communication & Mass Media Complete.

How do journalists sort out the tangle of legal rights and ethical responsibilities in their everyday news work? A survey of 1,037 journalists and in-depth interviews with 22 others, found substantial evidence for 3 models of the relation of law and ethics: (a) a Separate Realms model, (b) a Correspondence model, and (c) a new "Responsibility Model" in which the law is considered in problematic situations but only as one of several considerations in what is essentially an ethical decision. The findings have implications for the maintenance of generous levels of First Amendment freedom news media currently enjoy.

Waddle, Chris. "Choose one future for American journalism: -- Bye -Bye! --Buy! Buy! -- By-and-by." *Grassroots Editor*. 46:3 (Fall 2005), 13-16. EBSCO Communication & Mass Media Complete.

This article discusses various issues related to the future of journalism in the United States. People and press now realize something big is happening. The separation between both was never so wide. The Annenberg Public Policy Center found 65 percent of people believe most news organizations try to hide their own mistakes. The poll showed 79 percent believe a media company would pull its reporting punches to protect its own revenue. The business of journalism is a business. No one completely can hold back the market forces changing the news business out from under newspapers of all size. And as the numerous writers of gloom in the industry point out, editors typically are slow to respond. Yet change is here. Change is now. Both academic and professional journalists write increasingly of a downward slide of the news business. Increasing numbers of ways to get news in the information age create more competition, and they challenge the established press to find new ways to reach new audiences. Journalism needs a reconnection with community for its own survival against market forces. Social benefit will follow.

Wertheimer, Dave. "Simple TV Writing Tips." *News Photographer*. 60:8 (Aug 2005), 10. EBSCO Academic Search Premier.

Presents information on how to write a good news story for television. Remarks on the importance of first impressions of the story on the viewer; Use of simple and short sentences, with moments of natural sound, in the story to make it interesting; Comments on the lasting impressions of the endings of the story; Information about writing styles of different journalists.

World Intellectual Property Organization. "General Information." At <http://www.wipo.int/about-wipo/en/gib.htm#TopOfPage>. Accessed 29 December 2005.