**Activity 1: Interview Scenario**

You are going to write an article covering activities of the recent Big Event, with a focus on participants (both students and community members) opinions on the event. To do so, you want to include interviews with students who participated and community members who received student help.

What type of article (e.g., opinion, sports, politics, etc.) do you intend to write?

What is the focus of the article you intend to write?

Decide whether you will use a structured or unstructured interview. Explain your reasoning.

What is the focus of the interview(s):

For the interview question you use, list all relevant steps/ information needed, including at least two essential questions, and when appropriate: at least three relevant questions and an interview agenda

Using the answers to the two questions above (i.e., the essential and relevant questions identified), construct an agenda for conducting the interview.

Given the list of background information, circle those that are relevant to the Big Event.

* 7,806 volunteers
* 878 job sites
* Custom Catering is a sponsor
* Carol Lee is a sponsor, but did not donate doughnuts
* Virginia Tech is a land grant institution
* Some students signed up but did not attend

Circle all the tools and resources you would need to complete this interview:

* Pen and paper
* Video camera
* Recorder
* Phone
* Camera
* List of questions
* Computer

Potential interviewees include: …

 One interviewee you will be talking to is … Given the list of possible sources of information you could use to find out about … before your interview, identify which sources would be appropriate to use- both professionally, and relevant to the topic and focus of the article at hand. Explain your reasoning.

Sources                                           Reasoning

 Given the audio recording of an interview (please visit the following link), compose a transcription of Frank Beamer’s response to a question that matches the recording.

<https://www.youtube.com/watch?v=_iXHtnHG618>

**Activity 2: Writing Considerations and AP Style**

State the main purposes touched on in our lesson for journalists to use AP Style. Please provide a list or short written response.

Fix the incorrect AP Style in the following sentences. Write the sentences in the correct form under the original sentences.

1. The car is at the corner of 5th and oak Streets.

2. I have only twelve cents.

3. The US supreme court ruled eight to one on that case.

4. He is six feet two inches tall.

5. He arrived at five-fifteen in the afternoon.

6. Jane Smith is thirty seven years old.

7. He's my number one choice for the team.

8. The odds were six to three against them winning.

9. She weighed one-hundred eight lbs and thirteen ounces.

10. That boy is nineteen years old.

Provide a short written response or list containing most if not all of the common writing conditions touched on in our lesson for journalists to consider before beginning their article writing process.

Given the following article topics and facts, connect the description to the proper word count for the article based on standards for word count in typical article types. (Large editorial piece, column, highlight or even information piece)

Virginia Tech Investigates New Healthcare Equipment

Times and Dates, Event information for Fork and Cork

Opinion- Online dating in college?

Hokies Win the ACC Championship!

350-500 Words

350-500 Words

250-350 Words

100-200 Words

Leads

Students should provide a brief description and original example of each of the six main types of leads.

1. “Who Lead”
2. “When Lead”
3. “Where Lead”
4. “How Lead”
5. “Why Lead”
6. “What Lead”

Determine whether each sentence is active or passive voice.

1. The entrance exam was failed by over one-third of the applicants to the school.
2. Over one-third of the applicants to the school failed the entrance exam.
3. The brakes were slammed on by her as the car sped downhill.
4. She slammed on the brakes as the car sped downhill.
5. Your bicycle has been damaged.

Determine whether each sentence is past or present tense.

1.     The fish swims in the ocean.

2.     Yesterday, a jellyfish stung her.

3.     Finally, a tiny fish bit the hook.

4.     The octopus jets away quickly.

5.     She swam as fast as she could.

Using the same Big Event scenario:

You are going to write an article covering activities of the recent Big Event, with a focus on participants (both students and community members) opinions on the event. To do so, you want to include interviews with students who participated and community members who received student help.

Rank the following eight sources in order of most important to least important. Indicate your choices by numbering each sentence.

* The President of Virginia Tech
* The Mayor of Blacksburg
* Another reporter from the Roanoke Times
* A resident whose home property was worked on by Virginia Tech students
* A local lawn care company
* A student who is participating in the Big Event for the first time
* A student who is participating in the Big Event for the fourth time
* The Governor of Virginia

**Activity 3: Ethical and Unethical Journalistic Behaviors**

You are going to be given a quiz that includes 9 simulated scenarios of journalism ethics. Read each scenario carefully and select the ethical responding correctly according to the ethical principles within the introductory videos.

 The quiz of journalism ethics is as the link below, after each selection, the correct answer will show up automatically and an explanatory video will show up at the same time for reference.

Please select your choices on this paper first then take the online quiz to grade your answers.

<http://www.proprofs.com/quiz-school/story.php?title=journalism-lawethics>

1. You are preparing to do a restaurant review of a new establishment in town. You:

 A. Call the restaurant management and let them know that you are going to be dining there. You could shore up your review with an interview, and journalists must always reveal their identity to sources.

 B. Dine at the restaurant without alerting management. You would not want to get special treatment before your review runs in the newspaper.

2. You are a new member of your high school newspaper and have been instructed to clean up your Facebook profile to avoid the appearance of biases. One of the topics on your profile lists you as a catholic. You:

 A. Take the listing down. The newspaper often reports on religious issues and your affiliation could jeopardize its neutrality.

 B. Keep the listing up. Sharing your religious beliefs is important to you and doesn’t interfere with your duties at the newspaper.

3. You just finished an interview with a new source and then received an email saying that the source has tried to add you as a friend on Facebook. You:

 A. Accept. Your publication has no right telling you whom you can be friends with.

 B. Decline. You explain to the source that such a friendship could create the perception of bias.

4. You are taking pictures of a rally near your high school with a large police presence. The protest turns violent, however, and protesters begin throwing rocks at police officers. One of the officers approaches you asking for your camera so that authorities can begin investigating who started the riot. You:

 A. Refuse. The newspaper is not an arm of the government, and it is not your job to help law enforcement.

 B. Agree. It is your duty as a citizen to help police investigate criminal activity. Your camera might have important information that could bring a dangerous person to justice.

5. A source tells you that she has pertinent information about an ongoing scandal at your school, but she wants to go “off the record” before she tells you details. You:

 A. Agree to go “off the record.” The source says she has pertinent information and you doubt that you can retrieve the information elsewhere. You will be sure to print the information anonymously.

 B. Decline the information. “Off the record” talk usually brings with it all sorts of legal problems.

6. After an interview with a representative from student council, your source starts panicking because he realizes that all student council communications are supposed to go through the organization's public relations liaison. You:

 A. Find a polite way to say “tough luck.” The source knew you were a reporter and that you were working on a story.

 B. Compromise with the source by saying you will e-mail the quotes to the public relations liaison to look over prior to publication.

7. An advertiser has approached your advertising staff about running an ad on the front page of the newspaper, and as the final authority on all content in the paper, the decision falls to you as editor-in-chief. You:

 A. Allow it. You can charge extra for the premium placement and use those funds to help support other endeavors for the newspaper staff.

B. Deny it. The front page of the newspaper should be reserved for editorial content alone.

8. You need a photograph of a senior you are profiling in the newspaper, and you notice that he has his professionally shot senior photographs posted on his Facebook page. You:

A. Ask the student for permission and, if granted, use the photo in your publication.

 B. Avoid using the photograph.

9. While trying to transcribe the audio from an interview with a source, you accidentally erase your recording. You call your source to schedule another interview, but she says that she won't have time before your deadline and that you should, "Just use quotes from your memory." You indeed have a good memory of the interview, so you:

 A. Leave the source out of your story.

 B. Agree to make up the quotes based on your memory, but insist that the source look them over before publishing them.