**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?

Any answer is acceptable. Completed \_\_\_\_\_\_\_\_\_\_\_\_

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

Any answer is acceptable, so long as it relates to the type of article mentioned above and the focus provided in the scenario (i.e., participants opinions on the events).

For example, the new writer could want to write a sports article, so could want to focus the article on how many athletes participated in the event, and how what those athletes thought about participating. Or what other participants and members of the community thought about the athletes being involved in the Big Event.

Completed \_\_\_\_\_\_\_\_\_\_\_\_\_

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

Possible reasons for structured:

-Keep the interview related to predetermined and relevant questions

-Make sure all desired questions are asked and answered

-Make sure all interviewees are asked the same questions

-Remove/Avoid irrelevant information

Possible reasons for unstructured:

-Allow spontaneous information to be collected

-Allow spontaneous questions to be developed

-May allow for a more complete picture, because of extraneous information

What is the focus of the interview(s):

Any answer is acceptable, so long as it relates to the type of article mentioned above and the focus provided in the scenario (i.e., participants opinions on the events), and the focus determined and discussed by the new writer.

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

Any answer is acceptable, so long as it relates to the type of article, focus of the article (and specified by the scenario), and chosen interview structure.

For example new write could want to write a sports article, so could want to focus the article on how many athletes participated in the event, and how what those athletes thought about participating. The new writer wants to use an unstructured interview so the individual interviews can be tailored to the individual athletes. The interview would include the essential questions:

1. What led you to participate in the Big Event?

2. What did you think of your participation in the Big Event?

Interview type identified \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reason for interview type reasonable \_\_\_\_\_\_\_\_\_\_

At least two essential questions are identified \_\_\_\_\_\_\_\_\_\_\_

When appropriate: At least three relevant questions are identified \_\_\_\_\_\_\_\_\_

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

Any answer is acceptable, so long as it makes sense (i.e., begins with an introduction, the questions move logically, ends with a conclusion/thanks). If the new writer intends to use an audio recording device, must include asking for permission/ disclosing the recording early on.

When appropriate: Interview agenda is created and logical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**

Additional background information may be used, determined based on the articulated topic and focus.

Identified the 90% of the presented relevant background information\_\_\_\_\_\_\_\_\_\_

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

Any number of answers can be considered acceptable, so long as the new writer can articulate why (e.g., maybe they have an audio recording app on their phone, or prefer to type their answers rather than use a pen and paper).

All essential tools (note taking device, recording device, and questions) must be identified.

Identify and explain tools/resources needed\_\_\_\_\_\_\_\_\_\_\_\_\_

Potential interviewees include:

No specific details are given here, so that potential interviewees can be tailored to the type and focus of the article the new writer articulated above.

Example interviewees should be created and chosen to represent various opinions, and if appropriate to provide conflicting information. Other interviewees should be officials or subject matter experts, and people involved in or affected by the event.

At least 2 interviewees should be chosen. Reasoning for choices should mention the points above.

At least two interviewees\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Reasoning valid/supported \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

 Again, no specific details are given here, so that the sources of information can be tailored to the type and focus of the article the new writer articulated above.

Using our continued example, the athlete’s sports profile would may be an appropriate source because it is professional information relevant to the article at hand, but their Facebook page would not as it is not professional information, nor related to the article being written.

Source(s) identified \_\_\_\_\_\_\_\_\_\_\_\_\_

Reasoning valid and supported \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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>

The transcription should read:

“Well, um, you know I’ve felt like, uh, we uh…and, and… Shane came up asked me do we want to use a timeout, and I just felt like we, we hadn’t needed to make a stop right there, and um, you know, uh, I did it worked out. I mean we needed, you know, we needed what we had… but uh, you know you can play it either way, you know you figure that their gonna get something and safe some time on the clock and, uh, we decided to go the other way.”

Transcript matches at least 95%\_\_\_\_\_\_\_\_\_\_\_

All sections above have received a checkmark \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

The content of newspapers and other mass media is typically the result of many different writers and editors working together. AP style provides consistent guidelines for such publications in terms of grammar, spelling, punctuation and language usage. Some guiding principles behind AP style are:

•Consistency

•Clarity

•Accuracy

•Brevity

AP style also aims to avoid stereotypes and unintentionally offensive language.

Mentions at least 5 of the 6 principles (85%) of AP style \_\_\_\_\_\_\_\_

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.

The car is at the corner of Fifth and Oak St.

2. I have only twelve cents.

I only have 12 cents.

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

The US Supreme Court ruled 8-1 on that case.

4. He is six feet two inches tall.

He is 6 feet 2 inches tall.

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

He arrived at 5:15 in the afternoon.

6. Jane Smith is thirty seven years old.

Jane Smith is 37 years old.

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

He’s my number 1 choice for the team.

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

The odds were 6-3 against them winning.

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

She weighed 108 pounds and 13 ounces.

10. That boy is nineteen years old.

That boy is 19 years old.

At least 8 out of 10 re-written sentences identify the problem an change to AP style correctly \_\_\_\_\_\_\_\_\_\_\_

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.

•Content

•Potential interview subjects

•Word Count

•Deadline

•Resources needed - laptop, voice recorder, camera...

•Timeliness/relevance

At least 5 out of 6 considerations (83%) are mentioned \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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)

(1)Virginia Tech Investigates New Healthcare Equipment

(2)Times and Dates, Event information for Fork and Cork

(3)Opinion- Online dating in college?

(4)Hokies Win the ACC Championship!

(1)350-500 Words

(4)350-500 Words

(3)250-350 Words

(2)100-200 Words

At least 3 out of the 4 article types (75%) are given a word count in the appropriate range \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Leads

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

1. “Who Lead”

•Rarely use, begins with a person

For example: President Barack Obama will make a brief appearance at the high school Thursday after giving a speech at the County Expo Center.

1. “When Lead”

•- Rarely use, begins with time

For example: On Saturday President Barack Obama will speak to the senior class about how important community organizing and volunteering are to the country.

1. “Where Lead”

•Rarely use, begins with the place

For example: In the principal’s office, the senior class dumped 30 pounds of sand to protest the cancellation of the senior trip to Cancun.

1. “How Lead”

•Use often, begins with the how of the story

For example: Through a grass roots voting effort, senior Gilbert Castillo won the mayoral election to become the youngest mayor in the city’s history.

1. “Why Lead”

•Use often, begins with the cause of the story

For example: Because they wanted to carry on the tradition, four seniors streaked across the football stadium during the homecoming pep rally wearing a paper leis and tennis shoes.

1. “What Lead”

•Use often, begins with the facto of the story

For example: The Harry Potter series and Lord of the Rings series will be removed from all school libraries this fall.

Identify the six types of leads, describe the characteristics of those leads, and identify how often those leads are used, with 90% accuracy (16 out of 18). Type of lead, characteristic of lead, and frequency of lead are all counted as one point. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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.

Passive

1. Over one-third of the applicants to the school failed the entrance exam.

Active

1. The brakes were slammed on by her as the car sped downhill.

Passive

1. She slammed on the brakes as the car sped downhill.

Active

1. Your bicycle has been damaged.

Passive

At least 4 out of 5 (80%) are correctly identified \_\_\_\_\_\_\_\_\_

Determine whether each sentence is past or present tense.

1.     The fish swims in the ocean. Present

2.     Yesterday, a jellyfish stung her. Past

3.     Finally, a tiny fish bit the hook. Past

4.     The octopus jets away quickly. Present

5.     She swam as fast as she could. Past

At least 4 out of 5 (80%) are correctly identified \_\_\_\_\_\_\_\_\_\_

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 (4)
* The Mayor of Blacksburg (5)
* Another reporter from the Roanoke Times (6)
* A resident whose home property was worked on by Virginia Tech students (2)
* A local lawn care company (7)
* A student who is participating in the Big Event for the first time (3)
* A student who is participating in the Big Event for the fourth time (1)
* The Governor of Virginia (8)

At least 5 out of 8 (63%) are ranked correctly \_\_\_\_\_\_\_\_\_\_

All sections above have received a checkmark \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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.

9 out of 9 questions (100%) were answered correctly\_\_\_\_\_\_\_\_\_

Final evaluation: All Activities above have the final checkmark \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_