

## **STUDENT PUBLICATIONS STANDARDS**

*Students continue their study of journalism and demonstrate their ability to do journalistic writing and design for high school publications and a variety of media formats. They follow the ethical principles and legal boundaries that guide scholastic journalism. They express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. The experience of working on high school publications or broadcast staffs will prepare students for career paths in journalism, communications, writing, or related fields.*

### **Standard 1**

#### **JOURNALISTIC PERSPECTIVES**

*Students understand the history, development, and function of a free and independent press in the United States.*

- PUB.1.1** Evaluate the impact of the First Amendment and important events on the development of freedom of speech and an independent press in the United States.
- PUB.1.2** Evaluate the impact of significant individuals and their roles in the development of an independent press in the history of American print and non-print journalism.
- PUB.1.3** Analyze the historical and contemporary function or role of scholastic journalism in secondary schools in the United States.

### **Standard 2**

#### **LEGAL AND ETHICAL PRINCIPLES OF SCHOLASTIC JOURNALISM**

*Students understand and apply knowledge of legal and ethical principles related to the functioning of scholastic journalism in the United States.*

##### ***Law***

- PUB.2.1** Analyze the effect on high school publications and media of the First Amendment, the *Bill of Rights*, the *Indiana State Constitution*, new legislation for student expression, state court decisions, and Supreme Court decisions that include:
- Tinker v. Des Moines Independent Community School District (1969),
  - Bethel v. Fraser (1986),
  - Hazelwood School District v. Kuhlmeier (1988),
  - Morse v. Frederick (2007), and
  - other significant or recent decisions.
- PUB.2.2** Identify the responsibilities of high school publications and media to maintain accuracy, balance, fairness, objectivity, and truthfulness.

- PUB.2.3** Describe and apply knowledge of the legal boundaries and concepts affecting scholastic journalism that include:
- censorship and obscenity,
  - copyright,
  - libel and slander,
  - prior review,
  - retraction, and
  - student expression.

***Ethics***

- PUB.2.4** Identify essential ethical principles guiding high school journalists to maintain integrity in their work, which include recognizing:
- confidentiality,
  - fabrication,
  - photo-manipulation,
  - off-the-record remarks,
  - plagiarism, and
  - use of anonymous sources.

- PUB.2.5** Analyze case studies or examples and evaluate how ethical responsibilities and principles affect reporting and the credibility (*the belief that what someone says is true*) of what is reported.

- PUB.2.6** Analyze ethical guidelines and explain how or why they are reflected in standards or mission statements (*IHSPA core values: Truth, Courage, Integrity, Freedom*) from student organizations, such as:
- Indiana High School Press Association (IHSPA),
  - Journalism Education Association (JEA), or
  - National Scholastic Press Association (NSPA).

- PUB.2.7** Analyze and evaluate how ethical guidelines are reflected in articles and commentaries in scholastic journalism publications that include:
- *Quill & Scroll* (International Honorary Society for High School Journalists)
  - *Adviser Update* (Dow Jones Newspaper Fund)
  - *Journalism Education Today* (Journalism Education Association)

**Standard 3**

**STUDENT PUBLICATIONS OR MEDIA WRITING PROCESSES**

*Students discuss ideas for writing with others. They write coherent and focused stories that demonstrate well-researched information, appropriate journalistic structure and style, and a tightly reasoned flow of ideas. Students progress through stages of journalistic writing processes.*

***Gathering Information***

- PUB.3.1** Discuss ideas for writing with classmates, teachers, other writers, or community members.

- PUB.3.2** Identify relevant issues and ideas of interest to readers through analysis of high school current events, surveys, research reports, statistical data, and interviews.
- PUB.3.3** Compare and contrast quality journalistic writing in professional and high school publications or media that can serve as models.
- PUB.3.4** Identify and evaluate the credibility of print and non-print information sources that include:
- interviews,
  - observations and on-the-scene reports,
  - primary and secondary sources,
  - records, public documents, and reference works,
  - database information, and
  - Internet sources.
- PUB.3.5** Ask clear interview questions to guide a balanced and unbiased information-gathering process that includes:
- researching background information,
  - formulating questions that elicit valuable information,
  - observing and recording details during the interview,
  - effectively concluding the interview,
  - double-checking information before writing the story, and
  - keeping dated notes or interview records on file.
- PUB.3.6** Follow ethical standards related to information gathering that include the appropriate citing of sources to avoid charges of plagiarism.

***Organization and Focus***

- PUB.3.7** Use the appropriate structure of journalistic writing (*feature stories and columns, news stories, op ed pages, commentaries*) for a variety of high school publications or media that includes:
- headlines and captions,
  - the inverted pyramid (*lead, most important details, less important details, least important details*),
  - narrative storytelling pattern (*indirect lead, facts and information, closing*), or
  - combinations of the inverted pyramid and narrative storytelling pattern.
- PUB.3.8** Select and use an appropriate journalistic style for writing to inform, entertain, and persuade that includes:
- short, focused sentences and paragraphs,
  - varied word usage and descriptive vocabulary,
  - active voice verbs, and
  - specific word choice to avoid jargon and vague language.
- PUB.3.9** Use language effectively to establish a specific tone.
- PUB.3.10** Use Associated Press style and the appropriate style manual customized for a local school setting.

***Evaluate and Revise***

- PUB.3.11** Evaluate and revise the content of copy for accuracy, meaning, clarity, and purpose.
- PUB.3.12** Revise and edit copy to improve sentence variety and style and to enhance subtlety of meaning and tone in ways that are consistent with purpose, audience, and journalistic form.
- PUB.3.13** Revise and edit copy to ensure effective, grammatically correct communication using appropriate proofreading or copyediting symbols.

**Standard 4**

**WRITING FOR STUDENT PUBLICATIONS AND MEDIA**

*Students write news stories, features stories and columns, in-depth issue features, reviews, editorials, or opinions and commentaries effectively and accurately in print and media, while adhering to legal and ethical standards for scholastic journalism. Students demonstrate an understanding of the research, organizational, and drafting strategies in the journalistic writing processes. Student writing demonstrates a command of Standard English and the use of media formats that follow Associated Press style manual guidelines for consistency.*

- PUB.4.1** Write, present, or produce news stories for student publications and media that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads.
  - contain adequate information from credible sources.
  - narrate events accurately including their significance to the audience.
  - include appropriate quotations and proper attribution.
  - describe specific incidents, and actions, with sufficient detail.
  - cite sources of information correctly.
  - follow standard journalistic language and format conventions.
- PUB.4.2** Write, present, or produce feature stories (*human interest, profile/personality, sports, special occasion, humor, sidebars*) and columns for student publications and media that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads.
  - contain adequate information from credible sources.
  - narrate events accurately including their significance to the audience.
  - include appropriate quotations and proper attribution.
  - describe specific incidents, and actions, with sufficient detail.
  - cite sources of information correctly.
  - follow standard journalistic language and format conventions.

- PUB.4.3** Write, present, or produce in-depth issue features for student publications and media that:
- use effective headlines (*label, sentence, combination*) and captions.
  - are adequately researched and use a variety of leads.
  - explore the personal significance of an experience
  - use appropriate quotations and provide proper attribution.
  - draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.
  - maintain a balance between individual events and more general or abstract ideas.
  - cite sources of information using the correct form for attribution.
  - follow standard journalistic language and format conventions.
- PUB.4.4** Write, present, or produce reviews of art exhibits, musical concerts, theatrical events, books or films for student publications and media that:
- use effective headlines (*label, sentence, combination*) and captions.
  - use a variety of creative leads and organize material to adequately inform or persuade readers.
  - identify critical elements of the work being reviewed (*author, performer, artist, topic, theme, title, location of the event or media, cost*).
  - compare the new work to previous work.
  - describe audience reaction.
  - use appropriate quotations and provide proper attribution.
  - follow standard journalistic language and format conventions.
- PUB.4.5** Write, present, or produce editorials, opinion pieces, or commentaries for student publications and media that:
- use effective headlines (*label, sentence, combination*) and captions.
  - are adequately researched and use a variety of creative leads.
  - explore the personal significance of an experience.
  - draw comparisons between specific incidents and broader themes related to important beliefs or generalizations about life.
  - maintain a balance between individual events and more general and abstract ideas.
  - use appropriate quotations and provide proper attribution.
  - cite sources of information using the correct form for attribution.
  - follow standard journalistic language and format conventions.
- PUB.4.6** Use varied and extended or technical and scientific vocabulary or language that is appropriate for the subject, journalistic style, different purposes, and a variety of audiences.

## Standard 5

### STUDENT NEWSPAPER AND YEARBOOK PRODUCTION CYCLES

*Students write within an established production cycle, meeting deadlines and following Associated Press style manual guidelines for consistency. Students analyze, evaluate, and critique their own work and that of others as they improve future publications or media based on feedback. Students on newspaper or magazine staffs demonstrate their ability on PUB.5.1 and PUB.5.2. Students on yearbook staffs demonstrate their ability on PUB.5.3 and PUB.5.4.*

- PUB.5.1** Use and work within a production cycle for student newspapers that includes:
- developing newspaper pages for feature stories, news, opinion pieces, and sports,
  - gathering information, interviewing, researching, and continuously photographing,
  - submitting rough drafts, editing, and final drafts,
  - designing pages, including headlines, photos, art, and captions,
  - printing and distributing, and
  - critiquing stories and improving future copy based on feedback.
- PUB.5.2** Analyze, evaluate, and critique student publications or media, written during the newspaper production cycle, based on criteria that include:
- content and coverage of feature stories, news, sports, in-depth writing, column writing, reviews, editorials or opinions,
  - editing of copy, headlines, and captions,
  - overall design format integrating front page or cover, inside news, feature stories, sports pages, double truck or single topic spreads, photography, art, and graphics,
  - advertising and public relations, and
  - print or media quality.
- PUB.5.3** Use and work within a production cycle for yearbooks that includes:
- selecting a yearbook theme or concept,
  - using the theme in everything (*cover, endsheets, type, copy, page*),
  - using a ladder (*graphic organizer*) to organize the layout,
  - arranging for advertising,
  - developing the typical divisions or sections of the yearbook (*student life, picture album, sports, organizations, academics, advertising, magazine section or supplement*)
  - gathering information, interviewing, researching, and continuously photographing,
  - submitting rough drafts, editing, and final drafts,
  - designing pages, including headlines, photos, art, and captions,
  - printing and distributing, and
  - critiquing stories and improving future yearbooks based on feedback.

- PUB.5.4** Analyze, evaluate, and critique the yearbook based on criteria that include:
- integration of the theme or concept,
  - content and coverage,
  - editing of copy, headlines, and captions,
  - overall design format integrating cover, inside stories, division or section pages, photography, art, and graphics,
  - advertising and public relations, and
  - print or media quality.

### **Performance Guideline 6**

#### **MEDIA CONVERGENCE**

*Students write and develop multimedia formats that mix audio, video, and data.*

- PUB.6.1** Produce an electronic document or digital version of the yearbook or student newspaper.
- PUB. 6.2** Write, present (*multimedia*), or produce an online print feature story that includes:
- a photograph and caption that conveys the intent of the story,
  - access to a full print version of the story,
  - access to a video or photo version of the story, and
  - access to an audio version of the story.
- PUB.6.3** Write, present (*multimedia*), or produce a video broadcast feature story or commentary that includes:
- a video broadcast with accompanying audio reading of a script,
  - highlighted examples in print or graph form on screen, and
  - an interview or call-in feature.
- PUB.6.4** Write, present (*multimedia*), or produce a radio broadcast feature story or commentary that includes:
- an audio script, and
  - an interview or call-in feature.

### **Standard 7**

#### **MEDIA LEADERSHIP AND CAREER DEVELOPMENT**

*Students understand the organization, economics, and management of media staffs. They explore career paths and further educational opportunities in journalism.*

##### ***Media Leadership***

- PUB.7.1** Create an effective organizational model for the day-to-day work and year-long goals of the media staff.
- PUB.7.2** Create a Staff Manual with job descriptions for the roles of members of the media staffs
- PUB.7.3** Know and follow the rights and responsibilities guaranteed by state and federal governments in managing a media staff.

**PUB.7.4** Use knowledge of economic factors, technological developments, and consistent style requirements that characterize media convergence.

**PUB.7.5** Document and continually evaluate cost analyses that include:

- development of the copy,
- format (*print, online, or media*), and
- distribution systems.

**PUB.7.6** Create and implement financial plans, including sales and advertising, to support a publication or media.

***Career Development***

**PUB.7.7** Analyze the career paths of noted and recent journalists, what made each a distinctive contributor to the field, and how this information could guide a career path.

**PUB.7.8** Compare and contrast different areas of journalism (*print, broadcast, Internet and new technologies, public relations and business, education*) and explore educational requirements or work experiences necessary to pursue a career in each area.

**PUB.7.9** Create portfolios (*print or non-print*) that include:

- personal narrative summary of high school experience,
- resumes or career goal statements,
- letters of recommendation,
- samples of best clips or work, and
- recognitions, awards, certificates, or testimonials.