DOCUMENT RESUME

ED 068 966 CS 200 216

AUTHOR	Riley, Wallis H.
TITLE	Writing for the Reader, Journalism, English: 5113.65.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	71
NOTE	25p.; An Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; High School Students; *Journalism; Language Skills; Language Usage; Mass Media; *Newspapers; Nonverbal Communication; *Press Opinion; School Newspapers; *Secondary Education; Symbolic Language; Writing Skills
IDENTIFIERS	*Quinmester Program

ABSTRACT

A journalism writing course which trains students in techniques of newsgathering and reporting, emphasizing objectivity, accuracy, clarity, and journalistic style, is described. The objectives of the course include: (1) recognition of nonverbal cues transmitted by a speaker; (2) description of conveyed meanings of emotive language in news articles from different newspapers treating the same subject; (3) differentiation of statements of fact and opinion; (4) analysis of selected aspects of news coverage from a daily newspaper; (5) discrimination of news items of various constructions; (6) construction of samples of the various types and structures of news stories; (7) prediction of reactions to slanted news presentations; (8) evaluation of news items by standards set up by the class; and (9) synthesis of the student's knowledge through generation of a class newspaper. A rationale for the course, numerous detailed teaching strategies, and a bibliography of student and teacher resources, including textbooks, reference materials, books, magazines, and films, is included. (Author/DI)

ERIC

ED 068965

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LANGUAGE ARTS

Writing for the Reader

5113.65
5114.121
5115.136
5116.139
5163.03

FILMED FROM BEST AVAILABLE COPY

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

WRITING FOR THE READER

5113.65
5114.121
5115.136
5116.139
5163.03

Journalism, English

Written by Wallis H. Riley
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

COURSE NUMBER	COURSE TITLE: WRITING FOR THE READER
5113.65 5114.121 5115.136 5116.139 5163.03	COURSE DESCRIPTION: A journalism writing course to train students in techniques of newsgathering and reporting. Objectivity, accuracy, clarity and journalistic style are emphasized. This course is essential for those students interested in working on newspaper and yearbook staffs.

I. PERFORMANCE OBJECTIVES

A. Given the opportunity to witness a speaker in action, the student will recognize nonverbal cues transmitted by the speaker.

B. Given samples of news articles from different newspapers treating the same subject, the student will describe conveyed meanings of emotive language.

C. Given samples of statements that may be fact or opinion, the student will differentiate one from the other.

D. Given samples of a daily newspaper, the student will analyze certain selected aspects of news coverage.

E. Given samples of news items of various constructions, the student will discriminate among them.

F. Given the opportunity, the student will construct samples of the various types and structures of news stories.

G. Upon request, the student will predict reactions to certain slanted news presentations.

H. Given the opportunity, the student will evaluate news items using standards for judging previously set up by the class.

I. Given the opportunity, the students will synthesize their knowledge by generating a class newspaper.

II. COURSE CONTENT

A. Rationale

Today, the art of communication has become synonymous with 'relevance' initiating the concomitant demand that individuals be able to share ideas with honesty and accuracy. Individuals are aware, perhaps to an unprecedented degree, of the role of verbal communication in human affairs. This awareness arises partly, of course, out of the urgency of the tensions everywhere existing between nation and nation, class and class, individual and individual, in a world that is changing with fantastic rapidity. Thoughtful people in all walks of life feel, therefore, the need of systematic help in the huge task that confronts us, namely that of interpreting and evaluating the verbally received communications that pour in on us from all sides.

Man gains all his knowledge and information through his five senses. It is imperative, therefore, that consideration be given to development of his perceptual awareness. This becomes all the more critical in the area of journalism where the responsibility of reporting accurately that which is perceived is vested in single individuals--reporters who must also be cognizant of the impact of their communications on the readers. Consequently, it is the special challenge of the journalism teacher to sensitize the intellectual and creative capacities of students so that they will be able to use language as a meaningful agent of communication.

Therefore, the approach to basic journalism espoused in this quin is twofold. It requires that the student be able to perceive and interpret verbal and nonverbal language signs and to transfer these accurately to the written form. It places great emphasis on development of the student's perceptual awareness. (It is axiomatic that the student must be able to perceive the news before he is able to transcribe it.) The student must then be able to transcribe his impressions in journalistic style which demands conciseness, accuracy, objectivity and clarity.

A study of basic journalism will sensitize the student to the verbal nuances that impinge upon him daily. It will identify and evaluate the use of verbal and nonverbal language in written communications. It will differentiate between emotive and report language and demonstrate use in communications. It will offer wide reading and experiences in newsgathering and reporting and practice in newswriting.

B. Range of content

1. Perception and the nature of language

a. Verbal and nonverbal language

Verbal language is any spoken or written form of communication which uses words as symbols. Emphasis here is placed on the fact that words themselves have no meaning; each person has his own meanings which depend on what he refers to with his words. Some things or ideas are more easily communicated if the referent is within hearing or vision of both listener or speaker. Once the referent is removed, communication depends on accurate, clear description.

Nonverbal language includes gestures and certain signs and symbols used to communicate a message. The message may be direct, using hands, facial expressions or body language; or it may be indirect, using signs and sounds or symbols.

Often the two types of language are mixed. Students should become aware of the vagaries of verbal language in which referent confusion and persuasive devices shade meanings. Often overlooked in news reporting by students are the elements of indirect discourse.

b. Report and emotive language

Treatment of report and emotive language should lead students to the understanding that language has a double function: to inform and to persuade. The functions are more clearly demonstrated through development of understandings of denotation and connotation, levels of abstraction and facts vs.

opinion. The encoder of report language attempts to convey denotational meanings of words. Although the words he uses may arouse feelings and attitudes in the listener, the encoder does not wish to turn to his advantage the connotations words have for individual listeners.

The encoder of emotive language "uses words to arouse feelings and emotions which lead to attitudes and potentially to action, but--and this is the point to be noted carefully--these attitudes and actions are in a predetermined relationship to the referents indicated by the writer. The symbols are not used to stir emotions in general or to lead to attitudes in a void, but to stimulate emotion, attitudes and actions connected in some specific way with the referents toward which the writer is pointing." (Pollock, The Nature of Literature, p. 170)

c. Reports, inferences and judgments

The essence of any attempt at persuasion is embedded in the report from which comes the opinion to which is added the moral decision of "goodness" or "badness." S. I. Hayakawa's chapter deals effectively with this aspect. Resultant topics are slanting, stereotyping and euphemisms. Students should be led to realize the importance of language choice in reporting news items.

2. News, newsgathering and newswriting

a. Definition of news and the news story

News is whatever interests the reader. It is significant and is based on fact, not fiction.

b. Overview of newsmakers, news variables and news sources

Makers of news are many. They range from coverage of timely and unusual events to

animals and amusement. Others may include conflict, recency or newness, prominence, nearness, adventure, names, numbers--anything which interests a particular readership. The variables which determine the news to be covered are the reporter and the reader. Reporters receive their news through eyewitness accounts, interviews or various printed sources. Generally, to assure that coverage is available and adequate for all possible news, reporters are often assigned newsbeats. Students should be made aware of the practicality of the future book and the newspaper morgue.

c. Types of newspaper stories

Story types include spot and anticipated news, the news story, the feature, the interview, the speech report, and the article of news interpretation.

d. Construction of the news story

1) The lead

The most vital part of any news story is, of course, the lead. There may be conventional who-what-when-where-why-how leads or the unorthodox, unconventional leads. Samples of the unorthodox leads are question, contrast, epigram, one-word, sequence, suspended interest and astonisher.

Emphasis in leads is also placed on their grammatical structure which enables the report to further highlight the feature element of the story. Some common grammatical beginnings are noun clause, participles, conditional clause, prepositional phrase and infinitive. Use of each type offers resiliency in highlighting the feature element of the story. In Today's Journalism for Today's Schools, J. Kenner Agnew offers where, when and how as links for lead composition.

2) Advance and follow-up stories

Because most school papers are reporting news already generally known by its readers, it is the task of the reporter to report those aspects of the news items generally unknown to the school body. In order to assure adequate coverage of advance stories, students should prepare a "future book" of news possibilities.

The followup story in the school newspaper tests the creativity and ingenuity of the reporter to select new angles to justify further treatment of a news event.

3) The inverted pyramid story

This type of story provides the reader with the alternative of stopping after having read the first paragraph or continuing through subsequent paragraphs of diminishing importance. The first paragraph is short but provides the reader with the essence of the story. Details follow. This is a common, yet peculiarly journalistic, form of writing which allows for the 'cut-off' test. (Lines at the end of the story may be removed without destroying the essence of the article.)

4) The chronological story

This type of story contains a summary lead with subsequent paragraphs arranged in the order in which events occurred.

5) The composite story

This story combines a number of events or facts held together by a common thread. School events treated in this manner may be covered by more than one reporter.

6) The elements of style

Although emphasis will not be placed on minute stylistic elements, students should be provided style sheets and standards for preparing copy.

Greater emphasis in this basic course, of course, is placed on content. Areas for consideration include interview techniques, aspects of speech reporting, and writing the news report. Use of direct and indirect quotations, synonyms for the word said and for name of the speaker or individual interviewed should be stressed. Journalistic 'no-no's' include omission of the 'moral tag' or opinion in news articles, inclusion of identity of the person named, use of short paragraphs, and use of shorter sentences and clear, concise and objective language.

III. GENERAL TEACHING STRATEGIES

A. Projects

1. Journalism is a project-oriented course of study. In the area of language analysis the student may construct a collage of nonverbal signs that reveal a message. To assist in perception and subsequent transcription, students may be assigned to take pictures of faces-in-action--persons around the campus. Then, they may write one-line expressions depicting the picture. Example: "I won't do it," he grimaced. The emphasis is on use of substitutes for 'said.'

2. If a video tape recorder is available, it may be used to record meetings and other events for class evaluation of news and language elements perceived. News reports may follow. It may also be used to record interviews by different students of the same individual. These may be compared and contrasted through class discussion.

3. Students may be asked to record their interviews on individual cassettes. Criticism may be individual or group.

4. Have students make visual representation of samples of news items covered in the unit.

5. Record TV commercials and have students analyze them for recognition and evaluation of emotive language.

6. Record radio news broadcasts to demonstrate news briefs and assist in lead writing.

7. Have students publish class newspaper which contains samples of all facets studied.

8. If one is not available, have students begin development of newspaper morgue.

B. Writing assignments

1. The unit is directed toward development of writing skills; therefore, most writing activities are listed under learning activities. To facilitate the development of writing skills the teacher may have students set up standards for judging news items.

2. For practice in recalling events in a sequence the teacher may play recorded version of news event and have students write in chronological order what occurred.

3. For practice in asking questions, the teacher may provide copies of potential news sources and allow students to generate probable questions.

4. For practice in writing reports, the teacher may provide passages of inferences upon inferences about a referential or news item and have students write the probable report.

5. To assist in recalling main ideas, the teacher may provide short selected speeches or reports and have students write the main idea.

C. Discussions

Have students discuss the use of objective news stories to persuade. Discussion is essential in identifying and evaluating samples of news elements and language nuances under consideration. It is an aid in evaluating student written work and other presentations. It is also essential for identifying possible news sources and for identifying effective techniques to facilitate acquisiton of skills under consideration.

D. Short lectures

Since this is essentially a laboratory course, use of lecture is, of course, held to a minimum. Nonetheless, the teacher may find it feasible to use transparencies and a short talk to present an overview of the nature of language. Also effective is the use of news samples with short lecture to identify salient features, types, and structures of news articles.

E. Resource personnel

1. Contact a local newspaper and request cub reporter to speak to class on techniques of gathering and writing news.

2. Request prominent local personages for interview by members of the class.

3. Have local school panel of experts representing different points of view to sit to discuss a current school issue. Students may question and write follow-up story.

F. Field trips

1. Have students tour local news plant or TV studio to discover procedures for acquiring, writing, and editing news.

2. Have local "field trip" in which students tour campus in groups of four or five to "discover" spot news. Stress originality and use of the items discussed in class as news makers. It may be feasible to provide students with worksheets to assist in detecting 'news' items. Follow-up of this activity would include (a) discussion of activities encountered and (b) spot news stories of three or more paragraphs. This activity may be streamlined to cover only selected items, i.e., bulletin boards; the lesson of the day in a particular class; hall happenings.

3. Plan a field trip to a feeder school. Students again go in groups of four or five to tour the school and 'discover' items which would be of

interest to their readers. The range of items could include 'alumni' interviews, any difference in procedures and rules, dress habits of the students, interesting and/or unusual courses, activities, etc.

IV. SPECIFIC TEACHING STRATEGIES

A. Given the opportunity to witness a speaker in action, the student will recognize nonverbal cues transmitted by the speaker.

1. Ask students to identify nonverbal language signs of the classroom and elsewhere and discuss their meanings.

2. Ask students to locate nonverbal signs included in news articles as part of the verbal news report.

3. Assign students to construct a collage of nonverbal signs with a view to using direct and indirect nonverbal symbols to reveal a message.

4. Have students select pictures from magazines and create news stories as possibilities to accompany the nonverbal representation.

5. Have students use camera to take pictures of nonverbal language symbols (flags, clock, lockers) around the school and write a story centered around the symbol.

6. Assign students to write original news story on selected pictures from the book, Stop, Look, and Write!

B. Given samples of news articles from different newspapers treating the same subject, the student will describe conveyed meanings of emotive language.

1. Give a lecture on aspects of report and emotive language.

2. Initiate discussion of the nature of language by asking questions such as the following:

   a. Does experience alone determine our reactions to a word?
   b. If you know the background and experiences of an individual can you successfully anticipate his reactions to certain words?
   c. If an individual knows the dictionary meaning of a word, will he usually have the same reaction to that word, as a person who does not know?
   d. Are meanings for words ever fixed?

3. Have teachers take some lists of words, each series of which stands for the same word (referent) with varied connotations, and have students rearrange the words to read from favorable to less favorable.

4. Have students identify examples of denotative and connotative language in news stories.

5. Discuss and have students indicate the possible denotations for selected words, i.e., CAT--gentle pet, flea carrier, cuddly kitten, etc.

6. Arrange videotaped presentation of student council meeting. Assign students to record the percentage of use of emotive language as opposed to report language and write story omitting all reference to emotive language except in direct quotations.

7. Have students write a composition illustrating the idea that people often try to take care of objectionable conditions by changing language rather than changing the conditions to which the language refers.

8. To illustrate the vagaries of language, conduct an exercise such as the following: select a picture from a magazine that depicts an area where individuals live. Provide students with a list of expressions each of which may describe the picture. Have each student select the one expression which best describes the picture, by explaining in writing why he chose it. Explain to the student that his reasons for selecting the particular expression may or may not be found in

the picture. Suggested descriptive expression might include:

1) This is a city where I live
2) This is the town where I live
3) This is the community where I live
4) This is the neighborhood where I live
5) This is the ghetto where John lives
6) This is the slum where she lives

9. Have students read T. S. Eliot's "The Naming of Cats" and give orally their reactions to the statement..."it is harder to keep up with one's tail perpendicular" with some names than with others or when one is classified in certain ways by his fellow man.

10. Explain Bertrand Russell's game of conjugation (I am svelte, you are thin, he is skinny). Have students discuss how it shows the double function of language. Then have students "conjugate" similar "verbs." Some examples are:

I believe in being frank
I am a trifle overweight
I rarely find time to read a book

C. Given samples of statements that may be fact or opinion, the student will differentiate one from the other.

1. Have students select statements of fact or opinion from a series of statements provided by the instructor.

2. Provide a series of paragraphs for students to find facts embedded in opinion. (Advertisements are good sources for this exercise.)

3. Have students discriminate among statements which designate reports, inferences and judgments.

4. Have students use cassette recorders to tape language heard around corridors, in office, in classes, restroom, etc. At the end of day, students may determine if any of the expressions provide source for news story. If so, they may interview or investigate further and write the story.

5. Give samples of exchange papers and other forms of writing in which opinion occurs, and have the students identify the nonobjective statements.

6. Give samples of articles of news interpretation, and have the student remove 'emotive suggestion' and rewrite in 'neutral' language.

D. Given samples of a daily newspaper, the student will identify certain selected aspects of news coverage.

1. Give a short talk on news varieties and the nature of the news story in today's media.

2. Assign textbook chapters on particular area under discussion.

3. Give oral readings and have students identify the elements of who, what, when, where, why and how. [A good source is Selma Herr's Perceptual Communication Skills — see reference]

4. Provide samples of news stories and discuss the possibilities of reader interest vs. reporter interest or viewpoint as determiners of the news presented.

5. Have students analyze follow-up and advance samples of the same news event to determine what elements were included in the follow-up to warrant further coverage. (Point out that all follow-up stories contain a summary statement of the original news event.)

6. On any given day, assign students to make a list of the news stories which they think will be continued on the following day. On the following day, they should make a checklist, noting which stories were continued and which were not. Discuss reasons.

7. Much of the news in all media is not legitimate in that it is not new or timely. Many stories reported as news are simply created by reporters using techniques such as: unconfirmed reports, rumors, a rehash of old news, appraisals or informative background accounts of a continuing situation or condition without any new development.

Have students analyze one of the local newspapers and determine which stories and which parts of the stories are truly new in that they have not been previously reported and which are timely in that they occurred that very day.

E. Given samples of news items of various constructions, the student will discriminate among them.

1. Assign students to locate, discuss, and label samples of news stories which depict the various aspects of news coverage under consideration.

2. Assign students to locate, discuss and label samples of the three types of construction of news stories: inverted pyramid, chronological order story, and the composite story.

3. Assign students to locate, discuss and label news items procured through the following sources: eyewitness, printed information and interview.

4. Require students to prepare a scrapbook with samples of news items considered taken from any of mass media.

F. Given the opportunity, the student will construct samples of the various types and structures of news stories.

1. Have students to listen to and evaluate recorded news broadcasts from the radio to ascertain conciseness essential for effective leads.

2. Give lectures on selected aspects of gathering and writing news stories.

3. Assign related textbook chapters.

4. Have students express main ideas of readings from newspapers, magazines or other sources as headlines, news flashes, telegram or S.O.S. messages.

5. To increase awareness of the need for effective substitutes for the word <u>said</u>, have students select

the most suitable words in activities such as the following:

(begged, burst out, exclaimed, ordered, rattled off)

a. "All right now team, settle down," (ordered) the coach. "Let's go over the signals."
b. The quarterback quickly (rattled off), "Six seven, forty, five, hike."
c. "Wait a minute," the new right tackle (burst out) angrily, "Take it slower."
d. "Yes, Jim, please go slower," (begged) Joe, the smallest player.
e. Jim shook his head and (exclaimed), "You'll have to listen faster!"

(whispered, mentioned, shouted)

a. Carol (mentioned) that she might stop by on her way home.
b. "Get back from the building!" (shouted) the principal.
c. While the others waited for the curtain to open, the director (whispered), "Don't make any noise on stage."

6. Assign students to tour the campus in groups of four or five to discover "spot news." Write news report of selected event.

7. Assign students to tour feeder schools and discover news items. Write selected event in form of news story. (Permission for such tour should be obtained from the administrative offices of the school in question.)

8. Assign students to write a story of a spot news event using the inverted-pyramid structure.

9. Have students write a story of a popular school event, such as homecoming, spirit week, or a major sports event using the composite structure.

10. For practice in note taking, have students take notes as speeches or interviews are presented in class. Students should write down only the main ideas or generalizations communicated.

11. A leg man calls in a news story to the newsroom (classroom). Have students act as rewrite men by taking notes and writing the story in polished form.

12. Have students write the completed version of one of the leads given during a planned radio broadcast.

13. Have students hold a press conference with the teacher or principal.

14. Have students read a short story or a poem and use it as the source for a news story. Students then write the story.

15. Have students plan and record a radio broadcast of a news item around the school.

16. Have students listen to a tape recording or video tape presentation of Mark Antony's funeral oration from JULIUS CAESAR as practice in reporting spot news. This offers numerous possibilities inasmuch as Antony used many well known propaganda techniques including plain folks, bandwagon, testimony and others. Students might be given various assignments as reporters on the spot covering the event.

G. Upon request, the student will predict reactions to certain slanted news presentations.

1. Present a short lecture on how language works--how words and symbols get their levels of meaning.

2. Lead a discussion on the effect on listeners of the speaker's vocal qualities, gestures (facial and bodily expressions), and use of background nonverbal symbols (for example, use of flag, church, garden).

3. Have students plan a class presentation to illustrate the importance of perception of both verbal and nonverbal clues provided by the news source. (These

are skits in which poor perception and failure to react to both verbal and nonverbal clues cause confusion and inept reporting.)

4. Lead a discussion on how a reporter's choice of language affects the reader.

5. Lead a discussion on how confusion occurs when language referents differ between the decoder and the encoder of the message.

6. Have students rephrase advertisements or interpretative news articles omitting expressions of opinion.

7. Have students discuss in groups how a speaker's personal convictions affect his language habits.

8. Point of view or bias of the speaker is revealed through language patterns. Assign students to listen to quotations on controversial subjects. (These may be selected by the teacher.)

9. Have students collect samples of language pitfalls which occur in news reporting and make visual illustration through posters, scrapbook or other form.

10. Have students present reports from selected chapters of books such as The Hidden Persuaders, Language and Behavior, The Status Seekers, and Language in Thought and Action.

11. Have students react to Hayakawa's chapter, "How Words Change Our Lives" from Language and Behavior. Discuss the following excerpt, "The meaning of words is not in the words, but in our own semantic reactions."

12. Bertrand Russell's conjugation game and similar activities should prepare students for selecting words and events for writing obviously slanted presentations. Select any controversial campus happening, or a film version of a fairy tale such as Hansel and Gretel or Jack and the Beastalk and write slanted presentations about the events.

H. Given the opportunity, the student will evaluate news items using standards for judging previously set up by the class.

1. Have students make a checklist in which they indicate the positive and negative things about a speaker which may influence their judgment.

2. To judge whether a report is reliable, one should consider the training and experience of the source. Provide the following exercise in which students should determine which of three individuals would be best qualified to provide information on a subject:

   a. Common causes of forest fires
      (a camper, a city fireman, a park ranger)
   b. Advantages of owning a poodle
      (a dog trainer, a pet-shop owner, the owner of a poodle)
   c. How to hike in the mountains
      (an Eagle Scout, a guide, a physical education teacher)
   d. The nature of the subjects to be offered the coming school year
      (the Student Council president, the Guidance Counselor, the Curriculum Coordinator)

3. Assign students to read samples of news stories in which testimony is used and evaluate in terms of the following: Is the authority named? Is the authority an expert in the field? Did the authority have the opportunity to get the facts? Is the authority reasonably unbiased?

4. Provide a list of statements to evaluate the use of statistics. Example:

   a. Statistics prove more people eat in school cafeterias.
   b. Ninety percent of those interviewed preferred smoking in the corridors.
   c. Recent surveys prove more students are studying English.

5. Assign students to listen for the misuse of testimony or statistics on radio or TV and report findings to class.

6. Have students apply the tests of testimony to statements such as the following:

   a. Professor Brown said our immigration quotas should be raised.
   b. Cassius Clay, former heavyweight champion, said that college English requirements are unrealistic.
   c. Smokers prefer Lifts.
   d. Doctors agree that aspirin gives relief from headaches caused by too much homework.
   e. The assistant principal for curriculum said that the English Department was planning a major revision in course content.

7. Have students develop and list criteria for judging effective news stories and apply these criteria to their writing.

I. Given the opportunity, the students will synthesize their knowledge by generating a class newspaper.

1. Assign students to prepare a future book of coming activities.

2. Have appointed or elected staff prepare a chart with designated newsbeats for all students.

3. Assign students to select a story from the future book and write using interview technique of gathering news.

4. Provide students access to typewriters and duplicating materials. Help them produce class copies of their newspaper.

V. STUDENT RESOURCES

A. State-adopted textbooks

Hartman, William. Journalism. River Forest, Illinois: Laidlaw Brothers, 1968.

Mulligan, John and Dan D'Amelio. Experiences in Journalism. Atlanta: Lyons and Carnahan, Inc., 1966.

B. Reference materials

Hayakawa, S. I. Language in Thought and Action. New York: Harcourt, Brace and World, Inc., 1964. (Second ed.) Chapter 3 "Reports, Inference and Judgments." Gives excellent treatment of how language is used and misused in persuasion. Chapter 6 "The Double Task of Language." Further develops an awareness of how words affect individuals.

"Columbia Press Review." New York: Columbia Press Association.

VI. TEACHER RESOURCES

A. State-adopted texts

B. Books

Adams, Julian and Kenneth Stratton. Press Time. New Jersey: Prentice-Hall, Inc., 1963.

Agnew, J. Kenner. Today's Journalism for Today's Schools. New York: L. W. Singer Co., 1960.

Duka, Sam. Listening: Readings. New York: The Scarecrow Press, Inc., 1966.

Herr, Selma E. Perceptual Communication Skills: Developing Auditory Awareness and Insight. California: Instructional Materials and Equipment Distributors, 1969.

Leantt, Hart Day and David A. Sohn. Stop, Look and Write (Effective Writing through Pictures). New York: Bantan Pathfinder Editions.

Miller, Carl G. Modern Journalism. New York: Holt, Rinehart and Winston, 1955.

Spears, Harold. High School Journalism. New York: The Macmillan Co., 1964.

C. Magazines

Decker, Howard F. "Five Dozen Ideas for Teaching the Newspaper Unit," The English Journal, February, 1970, 59:268-272.

Bixler, Frances M. "What Is A Good High School Newspaper?" The English Journal, January, 1970. 59:119-121.

Balazo, Eugene E. "High School Journalism is Dead! Dead! Dead!" The English Journal, December, 1970, 59:1283-1284.

D. Films

1. Teacher

The following films are available from Dade County Audio Visual Services.

Nature of Language and How it is Learned.	1-30134
Organization of Language, The.	1-30135
Sounds of Language, The.	1-30136
What Is Language?	1-30131
Words and Their Meaning.	1-30137

2. Student

English Language, The: How It Changes.	1-0461
Listening Skills: An Introduction.	1-00745
Getting the Facts.	1-04650
Introduction to Efficient Listening.	3-06088
Assignment: Mankind	1-30015
How to Judge Facts.	1-00178
Newspaper Story.	1-10020
That the People Shall Know (The Challenge of Journalism)	1-30012
Style in Writing.	1-30153
What about Prejudice?	1-00178
Does It Matter What You Think?	1-10119
Propaganda Techniques.	1-00308
Sense Perception. (Part II)	1-30024
Visual Perception.	1-10667