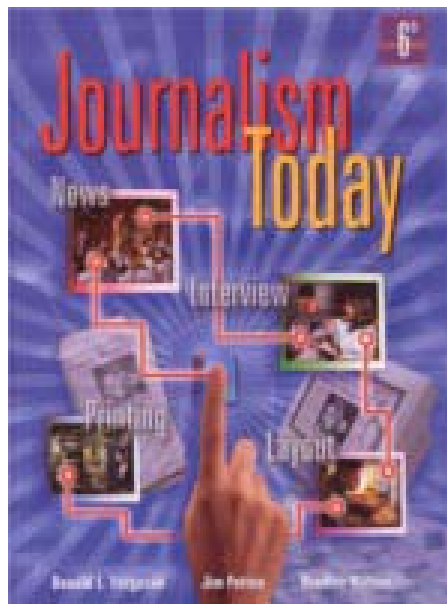


**Glencoe/McGraw-Hill**

**Journalism Today ©2001**

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**correlated to**

**Tennessee Journalism Standards,  
Learning Goals and Expectations  
Grades 9-12**



## Glencoe/McGraw-Hill Journalism Today ©2001

Glencoe/McGraw-Hill *Journalism Today* ©2001 is a program designed to provide students with the instruction and exercises that are necessary to develop news-writing skills. The program consists of the Student Edition, the Teacher's Manual, the Teacher's Resource Book, and the Workbook. The program's philosophy is that journalism today demands a balance between yesterday and tomorrow. As the lines between print, TV, cable, and cyberspace blur, journalists need to remain open to new ideas about packaging and delivering information. The program educates students on how good journalists remain true to the essentials of journalism (reporting the news fairly, accurately, and well) and provides instruction that establishes the foundations for these and other skills.

The program is divided into seven sections. The first section, "Journalism in a Democracy," covers the rise and responsibilities of the American media. Sections Two, Three, and Four are "how-to" chapters, with an emphasis on newspapers. Section Two, "Gathering News for the School Newspaper," focuses on student publications. Section Three, "Writing and Delivering the News," covers writing good news stories. Section Four, "Writing Features, Sports, and Editorials," focuses on these more specialized areas of journalism. Section Five, "Other Aspects of Scholastic Journalism," covers a variety of journalism-related topics such as yearbook production, broadcast journalism, public relations, and budgeting and advertising. Section Six, "Photography," covers both practical and aesthetic aspects of photography. And finally, Section Seven, "Computers and Desktop Publishing," covers the technological resources available to student journalists. The program thoroughly addresses the Tennessee Journalism Content Standard's Oral, Written, and Visual components. The Oral and Written strands are supported throughout the text in chapters such as 5: Making the Interview Work and 7: Writing News Stories and Headlines. The Visual strand is supported particularly in Chapter 10: Design and Layout, Chapter 18: Taking and Using Effective Photographs, and Chapter 20: The Impact of Technology.

The Student Edition contains a number of features to help students learn about journalism. Each of the twenty chapters opens by stating the **Key Concepts** for the chapter and the **Key Terms** that students must learn. The **On Display** feature shows examples from student newspapers and yearbooks from around the country. Seeing samples of what other students are doing can inspire and encourage new journalism students. Each chapter also contains two special features, **Trends and Issues** and **Career Profile**. **Trends and Issues** presents thought-provoking information about the Internet and other technological topics (such as "Zines"), and ethical questions with which journalists must contend (such as "Protecting Sources"). Each **Career Profile** highlights a well-established journalist discussing his or her career path and offering advice for up-and-coming journalists. Both **Trends and Issues** and **Career Profile** are supported with follow-up questions, many of which call upon students to conduct interviews or independent research.

At the end of each chapter in the Student Edition are two synthesizing sections. **Wrap-Up** is a succinct but detailed summary of the chapter's content. **On Assignment** gives students an opportunity to practice and apply what they have learned through various activities. These activities involve students of all ability levels, with suggestions in the Teacher's Manual for which segment of the student population the activity is best

suited. At the end of each **On Assignment** is **Surf the Net**, an activity designed to enable students to relate the chapter content to materials found on the Internet.

A unique feature of *Journalism Today* is the **Stylebook**, which is included in the Student Edition. This stylebook, based on Associated Press style, offers students a professional guide to consistency in punctuation, abbreviation, and capitalization in their school publications. New to this edition of *Journalism Today* is an **Appendix** that presents numerous documents students can use as a reference for ethical and legal issues (for example, the Society of Professional Journalists' Code of Ethics). The **Glossary** of all the **Key Terms** that students learn in the chapters will help ensure that all students know these terms well by the end of the course.

The Teacher's Manual includes all the basic materials needed for teaching each chapter. Materials include a **Section Overview** for each section, and **Content Overview**, **Teaching Notes**, and a **Chapter Test** and **Test Answer Key** for each chapter. The **Teaching Notes** offer specific suggestions as well as enrichment and reinforcement activities for teaching each chapter. In particular, the **Commentary and Teaching Suggestions** provide background, ways to approach the content, and additional activities to try with students. The **Chapter Tests** consist of multiple-choice questions that ensure basic student understanding of chapter concepts.

The Teacher's Resource Book contains **Activity Masters**, **Assessment**, **Style Quizzes**, and **Overhead Transparencies**. The **Activity Masters** are classroom-tested, blackline-master activity sheets and models that offer alternate approaches to and extensions of chapter content. They are designed to motivate, educate, and stimulate student interest and involvement in print and electronic media. The **Assessment** section includes the twenty chapter tests from the Teacher's Manual, plus comprehensive multiple-choice tests for checking student competency with materials in each of the Student Edition's seven sections. Additionally, fourteen rubrics allow easy evaluation of major writing, layout, and photography assignments as they occur throughout the book. The **Style Quizzes** are twenty quizzes that may be administered at any time after the concept of correct style has been introduced. These quizzes, designed to be used in conjunction with the stylebook at the back of the Student Edition, give students practice with many of the subtleties of the Associated Press Style. Finally, the **Overhead Transparencies** cover twenty key activities and models of journalistic practice (for example, the inverted pyramid, interviewing tips, and an editorial flow chart). They may be used in visual presentations of chapter content.

The Workbook contains twenty chapters of challenging **Activities**. Each chapter corresponds to a chapter in the Student Edition. The Workbook also includes a chart of copy-editing symbols, which will prove useful to students as they hone their revising and editing skills. As the Introduction to the Student Edition points out, good journalism necessarily entails good writing, and this comprehensive program provides students with the tools to learn their craft.

## Assessment

Glencoe/McGraw-Hill *Journalism Today* ©2001 contains a variety of formal and informal assessment options. Opportunities for assessment are found in the Student Edition, the Teacher's Manual, the Teacher's Resource Book, and the Workbook.

The **On Assignment** feature appears at the end of each chapter in the Student Edition. **On Assignment** gives students an opportunity to apply what they have just learned through various activities calling for both individual and group work. **On Assignment** provides a wealth of opportunities for the teacher to assess students' mastery of chapter content. For example, the feature opens with students writing a brief definition of each of the chapter's **Key Terms**. Many of the activities call for students to test their critical thinking skills and apply their knowledge of chapter topics through hands-on projects that include writing critiques, conducting interviews, and rewriting articles to correct common usage errors. At the end of each **On Assignment** is **Surf the Net**, an activity designed to enable students to relate the chapter content to materials found on the Internet. Often this feature suggests that students share their research with the class in a written report or a presentation, which may serve as the basis for portfolio assessment.

The Student Edition includes numerous **Evaluation Checklists** that summarize chapter content and help students understand how their journalistic work will be assessed. Students may use the **Evaluation Checklist** as a self- or peer-evaluation tool to assess their mastery of chapter content. Each Student Edition chapter also contains two special features, **Trends and Issues** and **Career Profile**. Both features are supported with follow-up questions. The teacher may opt to use these questions as an informal assessment of students' understanding of the technological topics and ethical questions addressed by these features.

The Teacher's Manual includes a **Chapter Test** to accompany each chapter in the Student Edition. Each test consists of multiple-choice questions that ensure basic student understanding of chapter concepts. Answer keys are provided as well.

The Teacher's Resource Book contains an **Assessment** section and a **Style Quizzes** section. The **Assessment** section includes the twenty chapter tests from the Teacher's Manual, plus comprehensive multiple-choice tests to assess student mastery of materials in each of the Student Edition's seven sections. Additionally, fourteen rubrics allow easy evaluation of major writing, layout, and photography assignments as they occur throughout the book. The rubrics generally build on the Evaluation Checklists in the Student Edition, but may be adapted or adjusted to fit specific requirements. The **Style Quizzes** are twenty quizzes that may be administered at any time after the concept of correct style has been introduced. These quizzes, designed to be used in conjunction with the stylebook at the back of the Student Edition, give students practice with many of the subtleties of the Associated Press Style.

Finally, the Workbook contains twenty chapters of challenging **Activities**, one chapter related to each chapter of the student text. These **Activities** provide further opportunities for the teacher to assess students' competency levels and mastery of chapter content.

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**CORRELATED TO**

**TENNESSEE JOURNALISM STANDARDS,  
GOALS AND LEARNING EXPECTATIONS  
GRADES 9–12**

OBJECTIVES	PAGE REFERENCES
<b>Content Standard: The student will understand and utilize oral, written, and visual communication.</b>	
<b>Learning Expectations:</b>	
<b>Oral</b>	
<ul style="list-style-type: none"> <li>• Demonstrate speaking, listening, and research skills which will facilitate interviewing and other oral communication activities.</li> </ul>	SE: 16, 98–99, 100–102, 103–107, 108–113, 114, 115–116, 318, 378, 397, 502  TM: 10, 50–51, 52–54, 139, 163, 173, 213
<ul style="list-style-type: none"> <li>• Demonstrate appropriate language skills, demeanor, and attire to cultivate success and good public relations.</li> </ul>	SE: 105, 114, 398, 400, 404, 405–406, 547–548  TM: 50–51, 168–169, 170–173
<ul style="list-style-type: none"> <li>• Demonstrate appropriate interviewing techniques.</li> </ul>	SE: 16, 98–99, 100–102, 103–107, 108–113, 114, 115–116  TM: 10, 50–51, 52–54, 56–58
<ul style="list-style-type: none"> <li>• Apply terms and expressions common to the industry to speaking, listening, and writing activities.</li> </ul>	This objective is addressed throughout. See for example:  SE: 23–24, 79–80, 115–116, 183–184, 221–222, 279–280, 329–330, 391–392, 431–432, 477–478  TM: 6–10, 31–34, 52–54, 75–78, 95–98, 118–121, 136–139, 159–163, 178–181, 199–201
<ul style="list-style-type: none"> <li>• Apply legal and ethical journalistic standards to all journalism activities.</li> </ul>	SE: 26–27, 28–31, 32–33, 34–38, 39–43, 44–51, 52, 53–54, 193, 397, 445, 494, 541–543, 550  TM: vii, 15–17, 18–19, 88, 173, 192

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OBJECTIVES	PAGE REFERENCES
<b>Written</b>	
<ul style="list-style-type: none"> <li>Demonstrate appropriate language usage skills and research techniques.</li> </ul>	SE: 68, 112, 142–144, 152–153, 154–155, 161–168, 169, 172–175, 176–178, 182, 183–184, 213, 239, 303, 398, 474  TM: 35, 55, 73–75, 76–78, 98, 109, 201–202
<ul style="list-style-type: none"> <li>Demonstrate appropriate journalistic writing style for various media.</li> </ul>	SE: 128–129, 130–131, 132–134, 148, 161–168, 170–171, 381–385, 390, 391, 505–527, 528–535, 536–540  TM: 63–65, 66–68, 73–75, 76–78, 158–159, 160–162
<ul style="list-style-type: none"> <li>Recognize the difference between fact and opinion and its appropriate use in media production.</li> </ul>	SE: 35–36, 132–133, 184, 197, 302–303, 304–310, 311–313, 314–327, 328, 329–330  TM: 15–17, 78, 134–135, 136–139
<ul style="list-style-type: none"> <li>Use computers (if available) to compose, edit, and revise work for publication.</li> </ul>	SE: 143, 482–483, 484–488, 489–494, 495–496, 497–499, 500, 501–502  TM: 209–210, 211–213
<ul style="list-style-type: none"> <li>Write for an intended (prescribed) audience, recognizing the importance of ethics in information gathering and reporting.</li> </ul>	SE: 26–28, 34–38, 52, 53–54, 398  TM: vii, 15–17, 18–19
<ul style="list-style-type: none"> <li>Demonstrate editing and revision techniques to produce work suitable for publication/production.</li> </ul>	SE: 134, 142–144, 161–168, 176–179, 180–181, 182, 183  TM: 73–75, 76–77

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OBJECTIVES	PAGE REFERENCES
<b>Visual</b>	
<ul style="list-style-type: none"> <li>• Exhibit a working knowledge for roles and procedures of management and production of various media.</li> </ul>	SE: 224–227, 228–231, 232–238, 240–248, 249–255, 256, 257–258, 259, 314–315, 331, 373, 385–389, 423–425, 457, 482–483, 489–494, 495–497, 500, 501–502  TM: 103–105, 106–109, 139–140, 153–154, 158–159, 193, 209–210, 211–213
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of business management including advertising, circulation, and/or bookkeeping procedures.</li> </ul>	SE: 388, 408–409, 410–417, 418–425, 426–429, 430, 431–432  TM: 177–178, 179–181
<ul style="list-style-type: none"> <li>• Understand and utilize standard principles of related areas to enhance visual appeal.</li> </ul>	SE: 224–227, 228–231, 232–237, 238–239, 240–241, 242–248, 249–255, 256, 257–258, 259, 438–442, 447–451, 452–453, 454, 455–456, 489–494, 495–497, 500  TM: 103–105, 106–109, 188–192, 209–210
<ul style="list-style-type: none"> <li>• Create visual effects by utilizing graphic designs, either technologically generated (if available) or original work.</li> </ul>	SE: 90–91, 225, 238–240, 252–253, 256, 257–258, 358–359, 373, 493–494, 495–497  TM: 103–105, 106–109, 209–210
<ul style="list-style-type: none"> <li>• Demonstrate knowledge of layout and design procedures by incorporating consistency of style using a desktop publishing system (if available), traditional methods, or a combination of both techniques.</li> </ul>	SE: 224–227, 228–231, 232–237, 238–239, 240–241, 242–248, 249–255, 256, 257–258, 259, 423–425, 482–483, 484, 489–494, 495–497, 500, 501–502  TM: 103–105, 106–109, 209–210, 211–213
<p>Note: These learning expectations for journalism reflect student performance requirements for grades 9–12. Students in grades 6–8 may participate in programs with similar learning expectations with minor adaptations.</p>	

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