

# VOCABULARY FOR COPY

**Fact Sheet** (Page 59 in the student workbook)

**Goal:** To introduce the vocabulary for copy writing

## **Angle**

A writer's specific focus on a broader topic.

## **Attribution**

Identification of the person who said the words being quoted. Crediting a quotation to its source.

## **Caption**

A few sentences that identify the who, what, where, when, why and how of a picture. A caption might also tell the reader what happened before or after the picture was taken.

## **Copy**

The main story on a yearbook spread.

## **Editorializing**

When a reporter provides his or her opinion to the reader, it is considered editorializing. The reporter should remain objective and allow readers to establish their own opinions based on the information presented.

## **Headline**

A line of large type used to tell the reader what is to follow. It introduces the topic and serves as a main visual point of interest on the spread.

## **Interview**

A conversation between a reporter and a source. The purpose of an interview is to obtain information and quotations the reporter can use in a piece of copy.

## **Lead**

An attention-grabbing introduction that sets the tone for the story.

## **Quotation**

A direct statement a reporter obtains through an interview. Quotations are included word-for-word in copy, are set off with quotation marks and include attribution.

## **Secondary Headline**

A smaller headline which accompanies the main headline and provides specific, detailed information.

## **Source**

The person a reporter interviews. This person is a "source" of information.

## **Style Sheet**

A list of guidelines a writer uses to maintain consistent punctuation and capitalization.

## **Transition**

A factual sentence a writer uses to link one fact or quotation to another in a piece of copy.

# WRITING INTERVIEW QUESTIONS

## WORKSHEET

**Worksheet** (Page 60 in the student workbook)

**Goal:** To determine the best type of questions for an interview

**Goal:** To differentiate between open-ended and close-ended questions

**Goal:** To understand when to use follow-up questions

Writing copy or captions for your yearbook starts with writing interview questions. A yearbook staffer uses these questions to gather facts and to obtain quotations to use when writing copy. In most cases, the better the questions are, the more likely the interviewer is to get meaningful quotes for the story. Listed below are the two most common types of questions: open-ended and close-ended.

### An Open-Ended Question

- Has more than one answer
- Could have a different response from every person you ask
- Requires the respondent to describe actions and reactions
- Is asked with the intention of collecting a quote.

*Describe your reaction to the principal's announcement.*

*Why did you choose to participate in this service project?*

*What qualities do you value most in a friend?*

### A Close-Ended Question

- Can be answered with "yes," "no," or one or two words
- Is used to obtain facts, figures and other specifics.

*What is your favorite color?*

*What grade are you in?*

*Did you attend the homecoming dance?*

## For Your Reflection

What type of question — open-ended or close-ended — will get you the best response in a interview? Why?

OPEN-ENDED QUESTIONS LEND THEMSELVES TO EXTENDED RESPONSES.

THESE QUESTIONS CAN BE USED TO ENCOURAGE A SOURCE TO TELL A STORY

OR TO SHARE AN EXPERIENCE.

Close-ended questions are often necessary to establish facts. An interviewer can also use a related follow-up question to gain more information from the source.

### Close-Ended Questions with Follow-Up Questions

*What office do you hold in student government? Why did you choose to run for that office?*

*What is your favorite subject? What do you like about it?*

*Do you have an after-school job? How do you balance your responsibilities at school and work?*

**Practice Identifying Open- and Close-ended Questions**

**Directions:** Read through the list of questions below. Identify each question as open-ended or close-ended.

- CLOSE-ENDED Were you disappointed when your team lost in the playoffs?
- OPEN-ENDED Describe your responsibilities as secretary of the student government.
- OPEN-ENDED How did you react when you were named to the homecoming court?
- CLOSE-ENDED Do you usually bring your lunch from home or buy it at school?
- CLOSE-ENDED How many hours a night do you devote to homework?
- OPEN-ENDED If you could, how would you change the dress code at our school?
- OPEN-ENDED Describe your perfect date.
- CLOSE-ENDED Do you have any pets at home?
- OPEN-ENDED How does having a sibling at the same school affect your daily life?
- OPEN-ENDED What do you gain by participating in school activities?

**WORKSHEET**

**Rewriting Close-ended Questions**

*Directions:* Choose two of the close-ended questions on the previous page. First, write a follow-up question to supplement each one. Then, rewrite the question entirely so that it is open-ended.

Original Question

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Follow-Up Question

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Open-Ended Question

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Original Question

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Follow-Up Question

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Open-Ended Question

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# GUIDELINES FOR THE FORMAL INTERVIEW

**Fact Sheet** (Page 63 In The Student Workbook)

**Goal:** To know the basic guidelines for conducting an interview

## **Be prepared.**

Draft a list of questions that will guide you through the interview. Alternate close-ended questions that require short, factual answers with open-ended questions that invite the source to tell a story or reveal an opinion.

Remember that your list of questions is a starting point for the interview. Through your use of open-ended questions, you may discover something more interesting than you had anticipated. If so, pursue that line of questioning.

## **Introduce yourself.**

When you approach your source, introduce yourself by stating your name, your involvement with the yearbook staff and your purpose.

*“Hi, my name is Jane, and I work with the yearbook staff here at school. I was told that you helped build the winning float for the homecoming parade. Would you mind answering a few questions?”*

As you introduce yourself, make eye contact. If you are interviewing an adult, shake hands as you introduce yourself, but only if you feel comfortable doing so.

## **Try to have a conversation.**

Instead of barreling headlong through your list of prepared questions, try to take a conversational approach, but remember to let your interviewee do most of the talking. If you stay quiet, the interviewee will be more likely to talk.

Respond to what your source is saying by asking appropriate follow-up questions and by repeating back important parts of the conversation.

## **Maintain eye contact.**

Don't bury your nose in your reporter's notebook. Make eye contact with the person you are interviewing because eye contact indicates you are listening carefully.

## **Take good notes.**

As you listen, take notes. Jot down key phrases in quotation marks to remember later. If you plan to use something the source says as a direct quote, read it back to the person to guarantee accuracy. Even better, record the interview so you can play it back as you write to check accuracy, especially for quotes.

## **Guide the conversation.**

As the interviewer, you are responsible for guiding the conversation. If the source starts to ramble off course, use your list of prepared questions to get back to the topic at hand.

## **End the interview.**

Review your notes. Double check any names, dates and facts. Repeat direct quotes so that your source can hear his/her words aloud and verify that your notes are correct. Ask the source if he/she has anything to add. Finally, ask permission to return if you have any additional questions, and thank the person for his/her time.

# CHARACTERISTICS OF A FEATURE STORY

**Worksheet** (Page 64 in the student workbook)

**Goal:** To identify the elements of journalistic writing in a feature story

**Directions:** Read the feature story below. When you are finished, answer the questions to the right. When everyone is finished, discuss your answers with the class.

**AN APPROACH TO COACHING**

**TIPS OF THE TRADE**

**SPANISH SUPPORT**

024

025

## An Approach to Coaching

After playing the sports themselves, student coaches find out what it's like to coach a younger child

Story by Izzy Roscoe

TECHNIQUES

Thomas Jefferson High School for Science and Technology — Alexandria, VA

“They were constantly giving me heart failure,” senior Zophie Quan said.

Although normally this phrase would be most commonly heard right after a biology test was given back, Quan was actually describing an additional challenge, one that, while difficult, was also rewarding. Quan, like some other students, spent time coaching younger children in sports such as basketball, swimming, or the sport she coached, gymnastics.

Senior Reese Frerichs coached a swim team of six to eight-year-olds for three years. “I decided to coach because I liked working with kids, I loved swimming and I remembered always admiring the teenage coaches myself,” Frerichs said.

Choosing a different route, senior Michael Goodson coached basketball. “I remember the days



when I was learning the game of basketball. My dad was an amazing coach and taught me everything I know. I felt bad that some kids didn't have that kind of leadership and the game wasn't as fun for them," Goodson said.

Coaching children also provided challenges, especially when lives were on the line. Quan was able to experience this firsthand. "There were always children who couldn't sit still or who had some problems processing instructions. They were the ones who would get in the way of the other students and could make the gym really dangerous because they would just run into the path of, for example, someone who was about to vault," Quan said.

Frerichs had similar troubles in the pool. "The hardest part was keeping 12 six-year-olds focused for an hour, making sure none of them drowned or killed each other fighting to go first," Frerichs said.

The coaches all agreed that while it was hard, they stayed motivated. The consensus was that the little moments made coaching all the more worthwhile. "I stay motivated by remembering the feeling that I get when I see one of my students finally be able to swim on their own," junior Quinnlan Sweeney said.

What is the purpose of the first paragraph?

TO DRAW THE READER INTO THE STORY

How long is the story, in paragraphs?

SEVEN PARAGRAPHS

How many sentences in each paragraph?

ONE TO FOUR SENTENCES; SHORTER THAN A PARAGRAPH IN A TYPICAL ENGLISH OR HISTORY ESSAY

How many quotations did the writer use?

SIX QUOTATIONS

How many different people did the writer quote? Who were they?

FOUR DIFFERENT PEOPLE, ZOPHIE QUAN, REESE FRERICHS, MICHAEL GOODSON, AND QUINNLAN SWEENEY

# CHARACTERISTICS OF A PERSONAL PROFILE

**Worksheet** (Page 66 in the student workbook)

**Goal:** To identify the elements of journalistic writing in a personal profile

**Goal:** To compare and contrast the feature story and the personal profile

**Directions:** Read the personal profile below. When you are finished, answer the questions to the right. When everyone is finished, discuss your answers with the class.

**O**n the 10th anniversary of my mom's remission, I was diagnosed with Hodgkin's Lymphoma," senior Justine Payton said.

On November 16, 2012, Payton received news from her doctor that no one wants to hear: "You have cancer."

"I have stage 2B Hodgkin's Lymphoma. It is a type of blood cancer that attacks the lymph nodes," Payton said. "I went in for a regular check-up and the doctor found a lump on my neck. Since my mom had Hodgkin's Lymphoma, they wanted to check me."

Because Payton's mother had survived cancer, it was something the Payton family knew all too well.

"I was scared, but positive I could beat it. My mom went through it and I knew what to expect," Payton said. "I was nervous because everyone's body is different, and even though it is the same cancer my mom had, my experience would still be different."

Payton's love for children surpassed the upset of having cancer herself.

"It hit me that I had cancer when I first went to the hospital for chemo treatment and saw so many little kids there with bald heads," Payton said. "I knew what I was going to go through, but seeing other kids go through it and not be able to help, there was more upsetting to me than having cancer."

"I went through four months of chemotherapy beginning in November," Payton said. "Now that I've had it, there is a greater chance I could get it again."

Like every girl, Payton feared the physical changes she'd go through because of the chemo.

"I was really scared about losing my hair. They made me cut it to my shoulders before I lost it. I don't miss losing hair until my second round of chemo," Payton said. "It was shocking losing chunks of hair but I was lucky enough to keep my eyebrows and eyelashes. When it started falling out it looked a lot like cereal, so I shaved it, got hair and stuff, but eventually the hair got longer and I decided to embrace the badness."

Because Payton is spending her time at home, she feels left out and out of the loop with friends she no longer sees every day.

"The worst part of this experience has been sitting at the hospital knowing that there are so many fun things going on other places. That has made me very emotional," Payton said. "On New Year's Eve, I got really sick. My entire system completely shut down and I was bedridden. I had to stay in my room and no one could come visit me. I felt really alone."

For Payton, some days are more difficult than others.

"It's not to be too upset or feel hopeless because it won't change anything," Payton said. "I try to make the best out of it and live in the present."

Even though Payton has been through a lot and all before 18, she considers herself lucky.

"People battle cancer for years. I was lucky enough to do it for a year," Payton said. "Things are going to be different when I start my normal life and continue again. I know a lot of people won't be the same but I know that if I can go through chemo and survive cancer, I'll be fine. I am stronger than I ever thought I was. Knowing that I'm done with this and made it through proves I can get through anything."

**STATUS update**

**A NEW PERSPECTIVE**  
HODGKIN'S LYMPHOMA HAS TAUGHT JUSTINE PAYTON JUST HOW STRONG SHE REALLY IS

## A New Perspective

Hodgkin's Lymphoma has taught Justine Payton just how strong she really is

Story by Kristina DeNoble

WINGSPAN

James Enochs High School — Modesto, CA

"On the 10th anniversary of my mom's remission, I was diagnosed with Hodgkin's Lymphoma," senior Justine Payton said.

On November 16, 2012, Payton received news from her doctor that no one wants to hear: 'You have cancer.'

"I have stage 2B Hodgkin's Lymphoma. It is a type of blood cancer that attacks the lymph nodes," Payton said. "I went in for a regular check-up and the doctor found a lump on my neck. Since my mom had Hodgkin's Lymphoma, they wanted to check me."

Because Payton's mother had survived cancer, it was something the Payton family knew all too well.



"I was scared, but positive I could beat it. My mom went through it and I knew what to expect," Payton said. "I was nervous because everyone's body is different, and even though it is the same cancer my mom had, our outcomes could still be different."

Payton's love for children surpassed the upset of having cancer herself.

"It hit me that I had cancer when I first went to the hospital for chemo treatment and saw so many little kids there with bald heads," Payton said. "I knew what I was going to go through, but seeing other kids go through it and not be able to help them was more upsetting to me than having cancer."

"I went through four months of chemotherapy beginning in November," Payton said. "Now that I've had it there is a greater chance I could get it again."

Like every girl, Payton feared the physical changes she'd go through because of the chemo.

"I was really scared about losing my hair. They made me cut it to my shoulders before it fell out. I didn't start losing hair until my second round of chemo," Payton said. "It was shocking losing chunks of hair, but I was lucky enough to keep my eyebrows and eyelashes. When it started falling out it looked a lot like cheetah print so I shaved it. I got hats and stuff, but eventually the hats got boring and I decided to embrace the baldness."

Because Payton is spending her time at home, she feels left out and out of the loop with friends she no longer sees every day.

"The worst part of this experience has been sitting at the hospital knowing that there are so many fun things going on other places. That has made me very emotional," Payton said. "On New Year's Eve, I got really sick. My immune system completely shut down and I was bed ridden. I had to stay in my room and no one could come visit me. I felt really alone."

For Payton, some days are more difficult than others.

*(story continues on pg 110)*

What is the purpose of the first paragraph?

TO DRAW THE READER INTO THE STORY  
TO INTRODUCE THE SUBJECT OF THE  
PROFILE

How long is the story, in paragraphs?

16 PARAGRAPHS

How many sentences in each paragraph?

VARIABLES FROM ONE TO SIX SENTENCES;  
SHORTER THAN A PARAGRAPH IN A  
TYPICAL ENGLISH OR HISTORY ESSAY

How many quotations did the writer use?

NINE QUOTATIONS

How many different people did the writer quote? Who were they?

ONLY JUSTINE PAYTON

What tense — present, past or future — did the writer use?

PAST TENSE

Why do you think the writer chose that tense?

BY THE TIME THE YEARBOOK IS PRINTED  
AND DISTRIBUTED TO THE SCHOOL,  
EVERYTHING COVERED IN IT HAS  
ALREADY HAPPENED.

What type of pronoun — first person, second person or third person — did the writer use?

THIRD PERSON — HE, SHE, IT, THEY

Why do you think the writer chose that type of pronoun?

TO MAINTAIN OBJECTIVITY

(cont. from pg 109)

"I try not to be too upset or feel miserable because it won't change anything," Payton said. "I try to make the best out of it and learn from the experience."

Even though Payton has been through a lot and all before 18, she considers herself lucky.

"People battle cancer for years, I was lucky enough to do it for a year," Payton said. "Things are going to be different when I start my normal life and routine again. I know a lot of people won't be the same but I know that if I can go through chemo and survive cancer, I'll be fine. I am stronger than I ever thought I was. Knowing that I'm done with this and made it through proves I can get through anything."

### For Your Reflection

How is a feature story different from a personal profile?

A FEATURE STORY NARROWS A BROAD TOPIC INTO A SPECIFIC STORY. IT ATTEMPTS TO SHOW A VARIETY OF PERSPECTIVES BY INCLUDING DIFFERENT QUOTATIONS FROM A BROAD SPECTRUM OF PEOPLE. ON THE OTHER HAND, A PERSONAL PROFILE HIGHLIGHTS ONE SPECIFIC PERSON, ASSUMING THAT THE PERSON'S STORY IS IN SOME WAY REPRESENTATIVE OF A GREATER WHOLE. TYPICALLY, THE QUOTATIONS COME PRIMARILY FROM THE SUBJECT OF THE PROFILE.

Why might your staff choose to include both features and profiles in your yearbook?

TO PROVIDE DIFFERENT TYPES OF COVERAGE OR TO HIGHLIGHT SPECIFIC STUDENTS' STORIES. PROFILES CAN ALSO SHOW HOW SPECIFIC STUDENTS REPRESENT THE GREATER STUDENT BODY.

Who are some students in your school or your grade who might have an interesting story to tell for a personal profile?

ANSWERS WILL VARY.

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# CHARACTERISTICS OF SPORTS COPY

Worksheet (Page 69 in the student workbook)

Goal: To identify the elements of journalistic writing in sports copy

Goal: To introduce the concept of an angle

Directions: Read the sports copy below. When you are finished, answer the questions on the following page. When everyone is finished, discuss your answers with the class.

## MOVE AHEAD

Varsity boys soccer finds motivation from Coach Brian Goche's inspirational speech

The ball dashed from player to player, rolled down the field, and slammed into the back of the net with great precision. The varsity boys soccer team scored the winning goal after a grueling overtime match versus Mount Vernon.

"We knew that Mount Vernon was really good and we were all so tired going into overtime. My adrenaline started pumping and after the winning goal was scored, the people in the stands came over to congratulate us, and we were ecstatic. It was a super electric feeling," said Nick Ullom.

Prior to the victory, the team was not having much luck. Losses against rival schools were hitting the players hard.

"The beginning of the season started off a little disappointing because we thought we played better than we were actually playing. We were putting in a lot of effort, but the losses weren't going to get there," said Nick Ullom.

Over the Mount Vernon game ended in overtime, the atmosphere of how the boys' league was filled with excitement and knowing they pushed just past the 90-minute mark when they had lost to in the regular season.

"That was inspired as a lot because we played so much better, and we knew we could win against anyone if we tried hard enough. It was real exciting. Mount Vernon, because I had friends on that team and it felt great beating them," said Shane Zandbergen.

At the end of the season was just an end of year event, words of advice helped motivate the players.

"It really helped us win that game because when we had such great an inspirational speech about working hard and pushing out the game the way we wanted to. After we won, I felt like it was possible to beat any team we played against," said Nick Ullom.

By Katie Pereira

It was a tough win for us, but we were really excited because we were really in a close one and we just scored the winning goal. It was a great feeling. We were all so tired going into overtime. My adrenaline started pumping and after the winning goal was scored, the people in the stands came over to congratulate us, and we were ecstatic. It was a super electric feeling," said Nick Ullom.

## THEN & NOW

With a goal on the score, excitement

There were some difficult wins earlier because there were really in a close one and we just scored the winning goal. It was a great feeling. We were all so tired going into overtime. My adrenaline started pumping and after the winning goal was scored, the people in the stands came over to congratulate us, and we were ecstatic. It was a super electric feeling," said Nick Ullom.

## HALFTIME HOBBY

Jr boys soccer team improves skills with soccer games

A soccer ball flew over the fence and players laughed and cheered each other during an afternoon game of soccer games. The crowd cheered once a header during the game, and included cheer and soccer hats.

"It was hard but it was so rewarding and you get your feet instead of soccer. You play by serving the ball with your feet and then they learn how to play the ball in your opponent's side as they don't return it," said Colin Simpson.

Soccer games are a game that the players understand the rules and play during halftime at every game.

"The only thing soccer is a fun game that we learned because we had our players understand it as well as we would just play at half time during every game."

Senior boys give the players a way to improve their skills while playing a game they enjoyed and competing with each other.

"It's kind of like a hobby, to working with it gets really competitive, and it's really fun when you watch games on TV. It feels really fun, we are sure that why not improve our game?" said Colin Simpson.

By Katie Pereira

## Move Ahead

Varsity boys soccer finds motivation from Coach Brian Goche's inspirational speech

Story by Katie Pereira  
 ODYSSEY  
 Chantilly High School — Chantilly, VA

The ball dashed from player to player, rolled down the field, and slammed into the back of the net with great precision. The varsity boys soccer team scored the winning goal after a grueling overtime match versus Mount Vernon.

"We knew that Mount Vernon was really good and we were all so tired going into overtime. My adrenaline started pumping and after the winning goal was scored, the people in the stands came over to congratulate us, and we were ecstatic. It was a super electric feeling," said Nick Ullom.

Prior to the victory, the team was not having much luck. Losses against rival schools were hitting the players hard.  
 (story continues on pg 112)

(cont. from pg 111)

“The beginning of the season started off a little disappointing because we thought we played better than we were actually playing. We were putting in a lot of effort, but the team chemistry wasn’t quite there,” said Matt Palermo.

Once the Mount Vernon game ended in victory, the structure of how the boys played was filled with confidence and accuracy as they pushed past teams like Robinson, to whom they had lost to in the regular season.

“That win affected us a lot because we played so much better, and we knew we could win against anyone if we tried hard enough. It was cool beating Mount Vernon because I had friends on that team and it felt good beating them,” said Bruno Zambrana.

As the fate of the season was put on one major game, words of wisdom helped motivate the players.

“What really helped us win that game was when our coach gave us an inspirational speech about working hard and finishing our the game the way we wanted to. After we won, I felt like it was possible to beat any team we played against,” said Mitch Lagos.

How did the writer introduce the topic of soccer?

DESCRIBED THE FINAL GOAL IN THE MATCH AGAINST MOUNT VERNON.

What aspect of the team or season did the writer focus on in this piece of copy?

THE MOUNT VERNON MATCH WHICH CHANGED THE COURSE OF THE SEASON.

Why do you think the writer chose to focus on this particular aspect?

THIS WAS THE HIGHLIGHT OF THE SEASON FOR THE TEAM. THIS VICTORY GAVE THEM THE CONFIDENCE TO KEEP WINNING.

In yearbook, writers try to make broad topics, such as soccer, more specific by choosing a particular focus for the article. This focus is called an angle. You’ve already identified this writer’s angle for the copy. Can you think of other possible angles for a story on boys varsity soccer?

ANSWERS WILL VARY, BUT POSSIBLE ANSWERS INCLUDE TEAM TRADITIONS, THE PRACTICES THAT LEAD TO VICTORY, MOVING FROM JV TO VARSITY IN THE MIDDLE OF THE SEASON AND THE IMPACT ON THE TEAM AS A WHOLE.



# IDENTIFYING THE ANGLE

**Worksheet** (Page 71 in the student workbook)

**Goal:** To understand the purpose of an angle

**Goal:** To identify an angle in a piece of copy

**Goal:** To brainstorm a variety of angles for a broad topic

The goal of great yearbook copy is to tell a specific, engaging story while informing and entertaining its audience. Unfortunately, most yearbook spreads — particularly in student life and academics — cover broad topics such as homecoming, fashion, PE classes or science labs. These broad topics may make for great photographs, but they can make for boring copy. To make copy better, choose an angle.

Compare the concept of an angle to a thesis statement or main idea in an essay. You may begin with a broad topic, but to write a meaningful essay, you must narrow the topic to a specific, arguable thesis statement. All of the information in the essay helps to prove that specific thesis; information that does not pertain to the thesis is left out.

In yearbook, you are often assigned a broad spread topic to write about. To make the copy interesting, you should narrow that topic by taking a specific angle or perspective on the topic. As with a thesis statement, information that does not pertain to the angle should be left out. Below are examples of broad topics and their more specific angles:

Topic	Angle
Fashion	Buying trendy clothes on a tight budget
PE classes	To dress out or not to dress out for PE class
Science labs	Dissecting earthworms in Biology I
Fall play	Developing the sets and costumes for the production
Back to school	Students' responses to the new lunch schedule

For a given topic, there could be many angles. As the writer, it is up to you to choose the best angle for your story. To do so, brainstorm as many different angles as possible, discuss the possibilities with your editor or adviser, and choose the one that will tell the most compelling story. The results of multiple interviews can also help determine the best angle for the story.



Identifying an Angle

Directions: Consider this feature story and answer the questions that follow.

**top Chef**  
WESTWIND  
KITCHEN KINGS  
FOODS II CLASS COMPETES IN COOK-OFF

**For the first time**  
WESTWIND'S CHIEF OF TOP CHEF IS A CHOPPED COMPETITION

**Bright idea**  
Some parents moved to avoid student absences

**18**  
The Arts 19

**Top Chef** (Page 72 in the student workbook)

Foods II class competes in cook-off

Story by Tia Olson, Courtney Kanetzke and Chloe Sagendorph  
WESTWIND

West Henderson High School — Hendersonville, NC

Courtney Tiger's classroom transformed into a culinary arena in January as teams of students in four kitchens competed for the title of "Top Chef" in a "Chopped" competition.

There were three rounds to test the skills of the Foods II students: appetizer, entree and dessert.

"I think all the dishes were creative in their own way. I think the judges chose the winning dish by picking the most creative," Tiger said.

The judges chose the winners based on presentation, temperature, color coordination, texture and creativity. The judges included teacher assistant Dana Plitt, exceptional children's teachers Shanna Cope and Mike Matthews and Assistant Principal Shannon Auten.

Justin Woody and the rest of his team judged the second round because his team was disqualified during the first round.

"I guess the judges just didn't like what we had prepared. We made hummus. It was good, but it just wasn't what the judges were looking for," Woody said.

The team in Kitchen 3 won the competition, including juniors Sydney Smith and Brittany Price and sophomores Maddie Dollar and Jennifer Bailey.

“My favorite part was probably picking out the recipe and then making it together because we broke it up and worked as a team to finish the meal,” Smith said. “I would say our dumplings were the most creative part because we added homemade ice cream. We made our dumplings from scratch, and we made our caramel sauce, too.”

Price said, “I really enjoyed cooking and seeing people’s reactions to our food. There was nothing like all the chaos getting ready for our meal.”

Tiger developed the activity after observing her students in other lab activities.

“I came up with the idea when the kids showed a little competitive spirit with some of the different labs we did, so I thought it would be fun to give them an opportunity to compete against each other,” Tiger said.

What is the broad topic of this feature story?

FOODS II CLASS

What is the more specific angle?

A TOP CHEF CHOPPED COMPETITION FEATURING THREE ROUNDS

Why do you think the writers chose this specific angle?

THE COOKOFF WAS THE HIGHLIGHT OF THE FOODS II CLASS.

BOTH COMPETITORS AND JUDGES COMMENTED ON THE COMPETITION.

## Brainstorm New Angles

Below is a list of common spread topics. For each, brainstorm five possible angles. Then, choose the best angle and justify your choice. Be prepared to share your answers with the staff.

**Topic: Summer**

Five Possible Angles:

1. TRIPS TO FARAWAY LANDS

2. THE DREADED FAMILY VACATION

3. SUMMER JOBS

4. SUMMER SCHOOL

5. GETTING BORED OVER THE SUMMER; SOMETIMES SCHOOL IS BETTER

Which is the best angle?

SEE BELOW

Why is it the best angle for your story?

FOR THIS ANSWER KEY, ONLY A FEW POSSIBLE ANGLES ARE PROVIDED. AS THE

ADVISER, YOU WILL BE THE BEST JUDGE OF AN APPROPRIATE ANGLE FOR THE

STORY AT YOUR SCHOOL.

**Topic: Chorus Concerts**

Five Possible Angles: Which is the best angle?

- 1. REHEARSING FOR THE CONCERT
- 2. NEW UNIFORMS/OUTFITS
- 3. STAGE FRIGHT, ANXIETY BEFORE A SOLO OR PERFORMANCE
- 4. CONCERT AS A PREPARATION FOR A TRIP OR ADDITIONAL PERFORMANCE
- 5. THE MUSIC — WHO CHOOSES IT? DOES THE CHORUS LIKE IT? HOW DOES THE AUDIENCE RESPOND?

**Topic: Honor Societies**

Five Possible Angles: Which is the best angle?

- 1. INDUCTION CEREMONIES
- 2. SERVICE PROJECTS/SERVICE HOURS
- 3. IS IT A REAL CLUB WITH ACTIVE MEMBERS OR IS IT ONLY FOR COLLEGE APPLICATIONS?
- 4. FOR FOREIGN LANGUAGE HONOR SOCIETIES, HOW DOES THE CLUB CONTRIBUTE TO THEIR DEVELOPING LANGUAGE SKILLS?
- 5. HOW DOES MEMBERSHIP IN AN HONOR SOCIETY IMPACT GRADUATION, I.E., CORDS, SPECIAL SEATING, ETC.?

**Topic: Vocational Classes**

Five Possible Angles: Which is the best angle?

- 1. WHY DO STUDENTS CHOOSE THESE CLASSES?
- 2. IMPACT OF VOCATIONAL CLASSES ON FUTURE PLANS
- 3. IMPACT OF VOCATIONAL CLASSES ON CURRENT JOBS OR SCHEDULES
- 4. COMPARE AND CONTRAST VOCATIONAL CLASSES WITH OTHER ELECTIVES
- 5. VOCATIONAL CLASSES PREPARE STUDENTS FOR THE "REAL WORLD"

**Topic: Baseball**

Five Possible Angles: Which is the best angle?

- 1. A SPECIFIC GAME
- 2. A TEAM TRADITION
- 3. A NEW COACH
- 4. A RUN AT A CHAMPIONSHIP
- 5. A SPECIFIC STAR PLAYER OR GROUP OF ATHLETES

Why is it the best angle for your story?

FOR THIS ANSWER KEY, ONLY A FEW POSSIBLE ANGLES ARE PROVIDED. AS THE ADVISER, YOU WILL BE THE BEST JUDGE OF AN APPROPRIATE ANGLE FOR THE STORY AT YOUR SCHOOL.

Why is it the best angle for your story?

FOR THIS ANSWER KEY, ONLY A FEW POSSIBLE ANGLES ARE PROVIDED. AS THE ADVISER, YOU WILL BE THE BEST JUDGE OF AN APPROPRIATE ANGLE FOR THE STORY AT YOUR SCHOOL.

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Why is it the best angle for your story?

FOR THIS ANSWER KEY, ONLY A FEW POSSIBLE ANGLES ARE PROVIDED. AS THE ADVISER, YOU WILL BE THE BEST JUDGE OF AN APPROPRIATE ANGLE FOR THE STORY AT YOUR SCHOOL.

# IDENTIFYING SOURCES & INTERVIEW QUESTIONS

**Worksheet** (Page 75 in the student workbook)

**Goal:** To consider possible sources for a variety of topics

**Goal:** To write open-ended questions for different sources

A good reporter may interview six or more people, looking for a balance between stars and behind-the-scenes crews, boys and girls, teachers and students. A story about the spring musical, for example, might include interviewing the faculty adviser, several stars in the play, a first-time actor with a bit part, someone in the stage crew and a member of the audience.

To begin identifying sources for any given topic, you may want to brainstorm sources in a variety of categories. Consider the topic of hairstyles:

- An adult source — an art teacher with a great haircut
- A student — a cosmetology student
- Another student — a boy with a trendy haircut
- A twist — a person with a unique perspective on the topic — portrait photographer
- A source for research — a hair stylist

Then, for each of your sources, you will want to brainstorm a variety of questions. Below are possible interview questions for the topic of hairstyles.

## Questions for the Art Teacher

1. How often do you get your hair cut?
2. Your hair always looks great. Who decides how you will have it cut?
3. If you could have hair like anyone, who would it be? Why?

## Questions for the Cosmetology Student

1. Why did you decide to take the cosmetology course?
2. What hairstyle do you most enjoy cutting? Why?
3. What do you have to do to keep up with the trends in hair styles?

## Questions for the Boy with the Trendy Haircut

1. What made you decide on this haircut? What have other people said?
2. Will you grow it out or cut it a different way? Why?
3. What will your next style be? How will you decide?

## Questions for the Senior Portrait Photographer

1. What's the oddest hairstyle you've seen when shooting senior pictures?
2. What unique colors of hair did you see this year?
3. Do some styles photograph better than others? What are they?

## Questions for the Hair Stylist

1. What is the most popular hairstyle for high school boys/girls?
2. Where do you get your ideas for new hairstyles?
3. What haircut do you think looks best on everyone?



Practice identifying sources and fill out the chart below:

Topic	Adult	Student #1	Student #2	Twist	Research
1. hairstyles	art teacher	cosmetology student	boy with trendy hair	portrait photographer	hair stylist
2. tanning beds	swim coach	a "tanner"	a "non-tanner"	a Jr. Miss contestant	health magazines
3. driving	administrator	student rider	student with own car	pedestrians	student surveys
4. homework					
5. perfect date					
6. sleeping in class					
7. credit cards					
8. cell phones					
9. curfew					
10. school food					
11. fast food					
12. getting into college					



Now, try writing interview questions for one of the topics in the chart on the previous page:

Topic \_\_\_\_\_

**Questions for the Adult**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Questions for Student #1**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Questions for Student #2**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Questions for the Twist**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Questions for the Research Source**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

# WRITING THE LEAD

**Fact Sheet** (Page 78 in the student workbook)

**Goal:** To understand the purpose of a good lead

The lead of your story is your introduction, but it does more than that if it's well written.

The lead serves two purposes: to draw the readers in and to introduce the topic.

First, the lead must grab the readers' attention. The lead determines whether or not readers will keep reading. Therefore, it needs to be intriguing enough to pique the readers' interest and make them keep going.

Second, the lead introduces the topic and angle of the story. In some types of leads, this information comes in the second paragraph.

Look at how the following yearbooks used leads to draw readers into the story.

**INVICTUS** Ward Melville High School — East Setauket, NY

This lead teases the reader to continue reading about the spirit week dress up days, beginning with pajama day.

*It's 6:40 a.m. Normally senior Jillian Fitzpatrick would already be up for 40 minutes getting ready for school, but not today.*

**SKJÖLD** Corning Painted Post West High School — Painted Post, NY

This lead introduces the readers to a personal profile about Michael by describing how he starts his day. The profile focuses on his personal style.

*Wake up to 10 alarms. Snooze button. Snooze button...Shower. Brush hair "for like an hour." That's how senior Michael Horton starts his morning. Horton has a plan.*

**LOG** Columbus North High School — Columbus, IN

This lead sets the tone for a story about what it feels like to be the new kid at school.

*It was the first day of her senior year. She walked into chemistry teacher Lisa Enneking's class. Late.*

**THE CRIMSON** duPont Manual High School — Louisville, KY

This lead, with its staccato description of the pre-practice workout, introduces a story about how the team had to up its game because of the team realignments within the district.

*Drenched in sweat, the boys lacrosse team sprinted to the field, finishing their mile. Then went straight to leglifts. Thirty, forty, fifty, done. Pushups. Fifty. Squat lunges. Fifty yards, thirty yards, ten yards left. Done. Water, finally. And then practice really began.*

**JAG** Mill Valley High School — Shawnee, KS

This lead opens the wrestling copy which focuses on the team's record-breaking season.

*His white head piece pressed firmly against his Lansing opponent's head, senior Christian Service turned his opponent to the mat at the home league tournament on Saturday, Feb. 11. Head coach Travis Keal yelled from the sidelines, "Kick your leg free, clear the leg, Christian." Service responded accordingly and held his opponent to the ground. Service won the round and placed second in the league tournament.*

# TYPES OF LEADS

**Fact Sheet** (Page 79 in the student workbook)

**Goal:** To recognize different types of attention-grabbing leads

The lead of your story is your introduction. Written to get your readers' attention, the lead serves two purposes: to draw the readers in and to introduce the topic. Below are seven different types of leads and examples of each:

## Allusion

Either literary, historical or mythological, an allusion refers to a well-known person, event, line, song or situation. An allusion lead should be obvious enough that most of your audience recognizes it.

*Neither sleet, nor snow, nor hail, nor sectional postponement could hold back the girls soccer team as it captured third place in the Lake Suburban Conference and ended the season with a 12–4 record.*

## Compare/Contrast

This lead points out opposites or extremes.

*They may look alike, but seniors Kyle and Kelly Andersen are like salt and pepper! Kyle is ASB president, and an “above-average student” who loves volleyball and baseball, while Kelly is the valedictorian with an all-honors courseload who edits the student newspaper, plays first chair trumpet and applied early-decision to Stanford, Brown and Yale.*

## Descriptive

Based in the sensory details of a scene, a descriptive lead paints a vivid picture with words and details so the reader can imagine the situation.

*As the buzzer signaled the end of the second period, sophomore Pete Smith hobbled toward the bench, dragging his hockey stick behind him, one hand on his aching hip.*

## Direct Quotation

The easiest lead to write, the direct quotation lead begins the story with a memorable quote.

*“I was so freaked out about reading my short story out loud at the coffeehouse, but when I got a standing ovation and my mom started to cry, it was worth all of the anxiety,” senior Wanda Reed said.*

## Narrative Hook

This lead creates a situation that can be either real or fictional. Similar to the descriptive lead, the narrative hook allows for more creativity on the part of the writer.

*An icy wind whipped through sophomore Johnny Atwood’s jacket as his snowboard flew off the rim of the half pipe. He grabbed the back of his board, then completed two and a half inverted rotations before he slid back down onto the packed snow.*

## Shocking Statement

This lead catches the reader off-guard with an unusual or shocking fact.

*The school cafeteria served up 6,000 pounds of french fries, 8,000 hamburgers and 15,000 slices of pizza every month.*

## Suspense/Teaser

The suspended interest lead intensifies the readers' interest by holding back the main point of the story for a few sentences.

*When the bell rang, senior Betty Roberts followed the crowd of underclassmen into the locker room. She quickly changed into her uniform and left the giggling girls behind. Ten minutes later, she jogged a lap around the track to warm up. Five minutes after that, she found herself in a harness, hanging 15 feet in the air, on the high-ropes course.*

# LEAD WRITING

## WORKSHEET

Worksheet (Page 80 in the student workbook)

Goal: To write a variety of leads for a single story

### Exercise 1

Choose one of the following stories that you know well:

- The Three Little Pigs
- Jack and the Beanstalk
- Hansel and Gretel
- Little Red Riding Hood
- Cinderella
- Snow White and the Seven Dwarfs

Write three different leads for the story. Choose three types of leads from the list below:

- Allusion
- Narrative hook
- Compare/contrast
- Shocking statement
- Descriptive
- Suspense/teaser
- Direct quotation

Lead 1

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---

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Lead 2

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---

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Lead 3

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### Exercise 2

As a group, choose an activity or event with which everyone is familiar, like spirit week or the first day back.

In small groups of two or three, craft a lead for a story.

# WRITING LEADS

The following activities originally appeared in *Yearbook Discoveries* magazine in an article by Dan Austin, an adviser whose students' copy has been recognized as exemplary for decades. Austin, a former national Yearbook Adviser of the Year who also teaches writing at the college level and at workshops from coast to coast, shares exercises and examples — as well as tips for executing these processes.

## ACTIVITY

**Activity: "Read Arouns" of Professional Copy** (Page 81 in the student workbook)

**Goal:** To read a variety of leads from the professional press

**Goal:** To evaluate those leads to determine their effectiveness

The more students read the pros, the more they internalize the conventions of the pros. Have students bring in a lead — only a lead — they think is interesting and gather in groups of four. An editor should run the "read around" by saying "Pass" every 30 seconds, at which point each group member should pass the lead to the right. After three passes, the lead should return to the owner. Give the groups 60 seconds to discuss the leads and choose the best of the group. Call on each group to read the best lead aloud and offer a brief analysis of why the group chose it. Have each student keep a portfolio of professional leads. That's it — done in less than 10 minutes.

**Activity: Two-Sentence Stories** (Page 81 in the student workbook)

**Goal:** To demonstrate four common syntactical structures

**Goal:** To incorporate the four structures into student writing

The credit for this goes to Dr. William Spivey — and it's one of the most powerful practices I've come across. I use this practice in all levels of my teaching. Spivey suggests professionals tend to use four syntactical structures over and over: the three-action sentence, the appositive, the participial phrase and the absolute phrase. The three-action sentence employs one subject and three verbs: "The fish darted behind the rock, waited for its enemy to pass, and swam away quickly." The appositive re-describes or renames: "Nick, the cashier at Raley's, handed back change." The participial phrase uses "ing" words to add specificity, either as an opener to a clause or as a closer: "Bursting between the guard and tackle, the tailback scored the go-ahead touchdown." The absolute phrase works just like a participial phrase, but it uses a noun plus a participle — and almost always refers to a physiological part of the noun it's modifying: "The car chugged up the hill, wheels wobbling, tailpipes spewing oil into the sky."

The trick is to teach the staff one structure a week, have them write a two-sentence story on any topic they want using the mandated structures, and then read them back aloud. At first, call on every student; then after a few weeks, call on only three or four. I always start with the three-action sentence and put the following model on the board to imitate: Sentence One (open structure) "The golfer stepped to the tee." Sentence Two (three-action sentence) "He studied the shot, fingered his short irons, and slipped a seven iron from his bag." The next week I'll add the participial phrase as an opener for the first sentence, and keep the three-action in place for the second: Sentence One (opening participle) "Cupping his hands around the bill of his cap, Tiger studied the putt." Sentence Two (three-action) "He stalked to the ball, firmed his stance, and rolled the Nike down his line." To teach the absolute, I'll use the same sentences, but point out that the difference between the participial phrase and the absolute phrase is the noun that comes in front of the participle: Sentence One (absolute phrase) "Hands cupped around the bill of his cap, Tiger studied the putt." Sentence Two (three-action) "He stalked to his ball, firmed his stance, and rolled the Nike down his line." After three or four weeks, my copy editor comes in at lunch on Tuesdays and puts a model two-sentence story on the board, using any combination of structures she wants. When the staff walks in, they imitate the structures, my editor calls on a few at random to read aloud — and off the class goes about its real business.



## ACTIVITY

**Activity: Style Imitation** (Page 82 in the student workbook)

**Goal:** To evaluate leads from the professional press

**Goal:** To imitate the style of leads from the professional press

Project a short piece of professional copy so that all students can see it. Try to get the staff to articulate and catalogue stylistic features that make the copy cool. Then have every person in the room imitate the piece as closely as possible as if he or she were writing about something in high school. Here is a lead from *ESPN The Magazine* that I always use to introduce this exercise:

*Check out that internet athlete.* That's him boarding the bus, gym bag slung over one shoulder, laptop case hanging over the other. Inside that leather case is the life he once handed over to his sport. The family he kissed goodbye that morning. The friends he can't reach from the road. The hobby that used to wait until season's end.

I try to get the staff to articulate exactly what gives this piece voice. Usually they identify the repetition of the word "the" followed by a specific item on a list of things from his life which the athlete has downloaded onto his laptop. Some bright student usually spots the absolutes doubled up in the second sentence. All the students agree that starting with "check out" is important. Now it's time to imitate the structure by using something from the high school experience as the content. Here are some student examples:

*Check out the Editor-in-Chief.* That's him emerging from the yearbook office commonly known as the bomb shelter, network cables held in one hand, proofs in the other. Those two items are symbols of his dedication. The frustration caused by a broken server and fallen network. The hours spent poring over proof after proof. The lost weekends spent fixing work from a staff that doesn't care.

*Check out that teacher.* That's him walking from the teachers' lounge, cup of coffee in one hand, leather briefcase in the other. Inside that briefcase is the reason he teaches. The jumble of essays he grades — all on the same topic. The lesson plans for another three periods. The five papers that need to be photocopied. The grades waiting to be posted for 25 anxious teens.

**More Examples** (Page 83 in the student workbook)

*Professional Example:* So. You're at work. You're online. You order this hat. Big. Floppy. Later you show it to your daughter in the catalog. She cringes. Yuck, she says. Are you serious? So you phone the catalog people. I need to cancel my order. What order? My order. From your website. No can do, they say. We can't even access the site from here. Different system. Hmm. Same hat. Same company. Different system. You hang up. The hat comes the next day. You try it on. Your husband walks into the room. He laughs so hard he chokes on a pretzel. And that hat sits on your closet shelf. For the next 13 years!

*Student Imitation:* So. It's Saturday. You're here at the football game. Riding the bench. As usual. It's drizzling. Matches your mood. Your team is getting beat. Pummeled in fact. Star quarterback isn't such hot stuff today. But then again neither are you. "Put me in coach!" part of your brain screams. No can do. That's the other half answering for you. You put your head in your hands and pray. Then — a gasp from the crowd. Star quarterback is down. Done. Finished. Finite. "Get in there!" coach screams. Here's your chance. You go for it. And score the winning touchdown.

*Professional Example:* Like it or not a car says something about you. Some a lot. Others just a little. So what does our latest line of cars say? They say you like performance. You like handling. In short — you like driving. And since the L-series costs thousands less than a number of cars with the same features, they say one more thing. You like money.

*Student Imitation:* Like it or not, your dress says something about you. Some a lot. Others just a little. So what does the latest gown from Bebe® say about you? It says you like class. You like elegance. In short — you like looking good. And since the designer series costs hundreds less than a number of dresses with the same features, it says one more thing. You'll have money to chip in for gas.

# TRANSITION & QUOTE ATTRIBUTION

Fact Sheet (Page 84 in the student workbook)

Goal: To understand the importance of transitions in copy writing

Goal: To punctuate and attribute a quotation correctly

Quotations are the foundation of your copy because they tell the story for you. And yet, writing copy requires more than gathering meaningful quotes and compiling them in list form. Writing copy requires organizing the quotations in a logical way and linking the quotations together with factual transitions.

Read the sample copy below. The transitions and quotations are shown in the highlighted box.

**CHALK IT UP**

Class projects equaled lots of stress but also a break from memorizing boring facts.

**SKETCH**

“I think it’s the only one of the other kids who let us all in and drew the stuff. It was just a sketch,” said Junior Cole Pearson. “It really helped me know the information and getting out of the classroom for awhile is always fun.”

“I think it’s the only one of the other kids who let us all in and drew the stuff. It was just a sketch,” said Junior Cole Pearson. “It really helped me know the information and getting out of the classroom for awhile is always fun.”

## Chalk it Up

Class projects equaled lots of stress but also a break from memorizing boring facts

Story by Natalie Irwin and Erika Rodriguez

THE HAWK

Pleasant Grove High School — Texarkana, TX

Learn the chapter. Quiz. Test.

Repeat.

It’s the same boring routine every teacher uses, so when geometry teacher Amy Jacobson announced that the class would be making kites out of geometrical shapes, even the kids who were drifting away were all ears.

“We were studying polygons and I thought it would be a fun way to apply the lesson,” Mrs. Jacobson said. “The kids started stressing me out though when they would run around the parking lot trying to get the kites off the ground.”

Everyone had a different reaction to the words, “class project.” Not having to cram for another vocabulary test is a relief for the ones who loved to work with their hands and get creative.

“I guess I consider class projects my form of nerdy therapy,” said sophomore Ashlyn Hurst. “I just got finished illustrating my fear for an assignment in English, and by the time I was finished I had actually overcome that barrier in my life.”

Mrs. Jacobson put a twist on the assignment when she proclaimed that each group would get extra points if they could get the kite to fly.

“When we tried to fly our kite the ground was wet, so when it hit the ground a huge hole broke through,” freshman Meredith Payne said. “It was really disappointing to watch everyone’s kites fly higher than ours.”

“16 and Pregnant” might have been a popular show, but taking care of a baby for a class project wasn’t exactly what aired on MTV.

“It was a sweet process. I thought having the mechanical baby was like a trial run for the real thing, without having to do the dirty stuff,” said sophomore Monica Saldino. “By the end of the week I started referring to the baby as a real person.”

Waking up five times a night to a crying baby, however, made many students rethink their decision of taking the Child Development class.

“I hated my baby so much, after the third night of incessant crying and zero sleep, I locked the baby in the car until the next morning,” sophomore Kristen Crawford said.

Babies were one thing, but coming up with an A+ project out of household items and glue wasn’t everybody’s idea of an easy grade.

“I have never been an artist so I hate doing projects where I am graded for my artistic ability,” said sophomore Tyler Goldsmith. “Stick figures are my best friend, I just wish they were teachers’ friends, too.”

#### Paragraph 1-3: Lead

Introduces the subject of unique class projects.

#### Quotation

Teacher Mrs. Jacobson on why she chose the project.

#### Paragraph 4: Transition

How different students react to class projects.

#### Quotation

Ashlyn’s reaction to projects.

#### Paragraph 6: Transition

Explains an extra incentive from Mrs. Jacobson.

#### Quotation

Meredith’s disappointment at losing the incentive.

#### Paragraph 8: Transition

Introduces a different type of project.

#### Quotation

Monica’s feelings on the baby project.

#### Paragraph 10: Transition

The challenge of the baby project.

#### Quotation

Kristen’s experience with a crying baby.

#### Paragraph 12: Transition

Return to the idea of the challenge of class projects.

#### Quotation

Tyler’s reaction to class project assignments.

## Quote Attribution & Punctuation

To be accurate, a writer must attribute every quotation to its source and mark each direct quotation with quotation marks. Below is a single quotation that has been attributed and punctuated four different ways. These examples are representative of most quote attributions.

### Attribution Follows the Quotation

"I tried out for a solo, and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people," said Martha Smith.

Typical pattern: "Quote," said name.

### Attribution Leads Into the Quotation

Martha Smith said, "I tried out for a solo, and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern: Name said, "Quote."

### Attribution Separates Sentences Within the Quotation

"I tried out for a solo, and I got it!" Martha Smith said. "I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern: "Quote," name said. "Quote."

### Attribution Falls Within the Quotation, and it Interrupts the Quotation

"I tried out for a solo," Martha Smith said, "and I got it! I was really excited because it was the first time I had the opportunity to perform in front of a large group of people."

Typical pattern: "Quote," name said, "quote."

## Reminders for Attributing and Punctuating Quotations

- The period and the comma always belong inside the quotation marks.
- A question mark or an exclamation point belongs inside the quotation marks when the punctuation is a part of the actual quotation.

## Transitional Words

The use of transitional words or phrases can make the job of writing transitions easier. Here are some words that might help you:

Addition	Chronological Order	Contrast	Explanation
again	at once	although, though	for example
also	at the same time	but	for instance
at the same time	before	however	incidentally
besides	finally	in contrast	in particular
equally important	meanwhile	in spite of, despite	specifically
further, furthermore	next	nevertheless	
in addition	soon	on the contrary	
	when	on the other hand	
	while	yet	



# TOP 10 TIPS FOR WRITING COPY

**Fact Sheet** (Page 87 in the student workbook)

**Goal:** To summarize the elements of journalistic writing

**1. Keep sentences short and sentence structure simple.**

Place subjects close to their verbs. Verbs and pronouns must agree in number with their subjects.

**2. Shorter paragraphs are more inviting.**

Keep most of your paragraphs under 40 words. Avoid long paragraphs and copy that is a single block.

**3. Avoid vague words.**

Words such as “many,” “a lot,” “several,” “some” or “a few” are weak and don’t really tell your readers anything.

**4. Be specific and accurate.**

Good copy includes specific, accurate details. Saying that a team had “a 7–3 season” tells your readers more than “The team had a winning season.”

**5. Keep your readers’ attention.**

Make copy easier to read by adding fact boxes, Q and As, bio boxes, timelines, quote collections and public opinion polls.

**6. Avoid using the phrase “this year” and the name of your school.**

What other year besides the current year is being highlighted in the yearbook? What other school is being covered in your yearbook? Your readers already know the school name and the year.

**7. Write copy in the third person.**

Keeping copy in the third person maintains objectivity. Third-person pronouns include “he,” “she,” “it” and “they.” Although this is the general rule, there are times when writing in the first person, using first-person pronouns “I,” “me,” “us” and “we,” is more appropriate for the story or the theme.

**8. Do not editorialize.**

Using quotes will help keep your copy objective. Have at least three sources in every story along with good quotes. Never make an opinion statement that cannot be attributed to a specific source. Keep the writer’s opinions out of the story. Be particularly careful with the use of adjectives and adverbs that offer opinions (successful, intently, etc.).

**9. Follow your staff’s style sheet.**

Each staff should have a style sheet that lists the rules for using names, titles and figures as well as the rules for punctuation and capitalization. Consult the *Associated Press Stylebook* for the professional standard in journalistic style.

**10. Use the language of your readers.**

Write the way you and your friends talk. If you don’t talk in complex sentences seen in term papers, don’t write them. Remember to avoid slang and to obey basic rules of grammar.

# TWELVE-STEP REPORTING PROCESS

**Fact Sheet** (Page 88 in the student workbook)

**Goal:** To provide a step-by-step process for reporting

## Step 1: Pre-Angle

Though your angle may change several times during this process, you need to start with some clue of where you want this story to go. Start with an angle in mind. What is an angle? Know what the topic and focus of your story will be. If it changes, that's OK, but approach the subjects in your story with something. This might mean that you need to do some research. That can come in the form of talking to your friends and asking questions. For example, you have a friend on the football team who has been one of your best friends since fourth grade. Don't write a feature story about this person, but start to use this person as your eyes and ears.

## Step 2: Pre-Interviews

Pre-interviewing is when you interview people about potential angles for your story. Before approaching a story, you need to talk to people. Your job is to find out what is really happening. As a case study, think about someone coming into the publications room to write a story about what really happens in journalism. If the writer features a person who is not key to the program, a minor player who happens to be friends with the writer, you might be offended. We make this mistake often. Make sure we are writing about the right people and topics. That is not to say that a minor player cannot be the subject of a great story, but that fact needs to be acknowledged somewhere within the story.

## Step 3: Access

You need to contact whoever is in charge of your team/organization/event. Let the coach/organizer/teacher know what you are doing and when you need to be in a certain place. Ask if it's OK. Then, ask this person about potential angles for your story. Be courteous, be professional and take time to explain yourself. Communicating clearly with this person is one of the keys to your story.

## Step 4: Observation

Observe your subject or subjects in action. For example, let's say you are writing a feature story about a football player who never plays in the games. You need to see him in action, which for this story, will probably be at practice. That means you need to spend two hours watching one entire practice. Or actually observe what he does during the game while on the sidelines. You never know when the moment will strike that could become the lead of your story.

## Step 5: Interview Prep

Prepare interview questions ahead of time. Type them out. Study them. Because you've done such a good job observing, you will be able to ask many specific questions rather than general ones. Don't be afraid to interview friends before an interview with your main source. This will provide you with a lot of good background information.

## Step 6: Angle

At this point in the process, you should have a very clear understanding of where you are headed with the angle of your story. Your angle is the topic that will be the main focus of your story. It may change during your interview, if a new topic arises. It's OK if your angle changes during the interview.

**Step 7: Interviews/New Angle**

Finally, a step in this process you recognize. Now it's time to go out and start your interviews. Remember all the valuable tips that you've learned in your class, and remember, if you come up with a better angle during the interview, it's OK to change. Try to conduct your interview like a conversation with your best friend.

**Step 8: Lead**

While your interviews are still fresh in your mind, write your lead, not just the first paragraph, but your opening sequence, likely to be your first three to five paragraphs. You should be dying to go to a computer after your interviews and/or observations. Remember, do not be a passive interviewer. You are always working the story in your mind's eye during all of the above steps.

**Step 9: Organization**

Before proceeding with the rest of your story, set up some kind of an organizational process. Organize your notes from various interviews. If you used a tape recorder, which you should be doing, transcribe your notes (type them out). Organize your notes and your thoughts by subtopics. Create an outline or a list; do whatever you have to do in order to add some logical organization to your story.

**Step 10: More Interviews and/or Observation**

Often a forgotten step. Yes, it is OK to call an interviewee to ask more questions, clarify answers and, as all of you are doing anyway, check facts. Perhaps during the course of an interview, a subject described a scene to you. Try to see that scene for yourself if at all possible.

**Step 11: Write the Story**

Time to put all the pieces together. Refer to the hundreds of handouts and books and the multitude of advice already given to you. However, work hard to avoid a repetitive form of quote-transition, quote-transition, quote-transition. Obviously, writing could be another 12-step process in itself. Use many of the techniques you have been taught in the past and developed on your own.

**Step 12: Edit the Story**

You've finished writing your story and you think you're done, but really you're not. Take the time to edit your story after the writing jets have cooled. Have someone else edit your story as well. There is no excuse but laziness to turn in copy with spelling, grammatical and style errors. Use your resources and spell check, but remember, spell check doesn't catch everything.