

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual

Journalism 7–12 (256)



Table of Contents

About The Test	3
The Domains	4
The Standards	5
Domains and Competencies.....	6
Domain I — Mass Media and Communication	6
Domain II — Journalistic Writing and Photojournalism	8
Domain III — Student-Produced Media	11
Domain IV — Journalism in the School Community.....	13
Approaches to Answering Multiple-Choice Questions.....	16
How to Approach Unfamiliar Question Formats	16
Question Formats.....	17
Single Questions	18
Clustered Questions	21
Multiple-Choice Practice Questions	25
Answer Key and Rationales	40
Study Plan Sheet	56
Preparation Resources	57

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

About The Test

Test Name	Journalism 7–12
Test Code	256
Time	5 hours
Number of Questions	100 multiple-choice questions
Format	Computer-administered test (CAT)

The TExES Journalism 7–12 (256) test is designed to assess whether an examinee has the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The 100 multiple-choice questions are based on the Journalism 7–12 test framework and cover grades 7–12. The test may contain questions that do not count toward the score.

The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The Domains

Domain	Domain Title	Approx. Percentage of Test	Standards Assessed
I.	Mass Media and Communication	28%	Journalism 7–12 I–II
II.	Journalistic Writing and Photojournalism	32%	Journalism 7–12 III–IV, VI
III.	Student-Produced Media	20%	Journalism 7–12 V, VII
IV.	Journalism in the School Community	20%	Journalism 7–12 VIII–IX

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

The Standards

Journalism 7–12 Standard I

The journalism teacher understands and applies knowledge of the historical development of journalism in the United States, the role of mass media in society and the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.

Journalism 7–12 Standard II

The journalism teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.

Journalism 7–12 Standard III

The journalism teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students' ability to use these skills to create various journalistic products.

Journalism 7–12 Standard IV

The journalism teacher understands various forms of journalistic writing and develops students' ability to use journalistic writing and editing to create journalistic products.

Journalism 7–12 Standard V

The journalism teacher understands principles, elements, tools and techniques of publication design and develops students' ability to use publication design skills to create effective, aesthetically pleasing student publications.

Journalism 7–12 Standard VI

The journalism teacher understands principles, procedures and techniques of photojournalism and develops students' ability to create effective photographs for journalistic publications.

Journalism 7–12 Standard VII

The journalism teacher understands principles, procedures and techniques of broadcast journalism and develops students' ability to create effective broadcast productions.

Journalism 7–12 Standard VIII

The journalism teacher understands the economics of student publications and develops students' ability to use business management skills and procedures to produce and distribute journalistic products.

Journalism 7–12 Standard IX

The journalism teacher knows how to advise and mentor students; encourage students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products; and work collaboratively with others in the school and community.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Domains and Competencies

The content covered by this test is organized into broad areas of content called **domains**. Each domain covers one or more of the educator standards for this field. Within each domain, the content is further defined by a set of **competencies**. Each competency is composed of two major parts:

- The **competency statement**, which broadly defines what an entry-level educator in this field in Texas public schools should know and be able to do.
- The **descriptive statements**, which describe in greater detail the knowledge and skills eligible for testing.

Domain I – Mass Media and Communication

Competency 001: *The teacher understands the historical development of journalism in the United States.*

The beginning teacher:

- Knows important events in the historical development of print and nonprint journalism (e.g., John Peter Zenger case, adoption of the First Amendment, development of the penny press and yellow journalism, introduction of radio and television, development of online journalism, consolidation of media outlets).
- Knows important individuals in the history of journalism (e.g., Johannes Gutenberg, Benjamin Franklin, Frederick Douglass, Joseph Pulitzer, William Randolph Hearst, Nellie Bly, Edward R. Murrow, Katharine Graham, Barbara Walters).
- Analyzes the significance of important individuals, events and developments in the history of print and nonprint journalism.
- Analyzes the historical and contemporary functions of journalism in democratic and nondemocratic societies.
- Understands ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture).
- Knows ways of teaching students that will develop their understanding of the history of journalism in the United States.
- Knows the historical development of United States scholastic press freedom.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 002: *The teacher understands the role of mass media in society.*

The beginning teacher:

- A. Knows the four functions of mass communications (i.e., transmit culture, inform, persuade, entertain).
- B. Recognizes full and fair media coverage and understands how different types of media and media techniques can shape or distort media messages.
- C. Analyzes ways in which business and other factors influence contemporary journalism.
- D. Analyzes the role and significance of online journalism in contemporary society.
- E. Knows how to teach students about the ways in which print and nonprint journalism have influenced aspects of life in the United States (e.g., politics, social reform, popular culture).
- F. Knows ways of teaching students that will develop their understanding of the evolving role of mass media in society.

Competency 003: *The teacher understands the skills needed to evaluate mass media messages and to be a critical, informed consumer of mass media.*

The beginning teacher:

- A. Applies skills and criteria for analyzing and evaluating mass media messages.
- B. Provides students with learning experiences that enable them to be critical, informed consumers of mass media.
- C. Applies analytical and critical evaluation skills to journalistic communication in a variety of media, including online journalism.
- D. Knows ways of teaching students how to evaluate mass media messages (e.g., evaluate message objectivity, analyze how method of presentation affects the message communicated, evaluate message content from diverse perspectives).

Competency 004: *The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.*

The beginning teacher:

- A. Knows the rights and responsibilities of a free and responsible press in a democratic society and distinguishes between responsible and irresponsible media action.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- B. Applies knowledge of legal and ethical issues and concepts related to the press and press restrictions (e.g., libel, invasion of privacy, plagiarism, obscenity, copyright, censorship, conflict of interest, prior restraint, image alteration).
 - C. Analyzes how the First Amendment and key laws (e.g., Freedom of Information Act) and legal decisions (e.g., *Tinker v. Des Moines*, *Hazelwood v. Kuhlmeier*) reflect societal views and values and affect the rights and responsibilities of the press, including the scholastic press.
 - D. Analyzes legal and ethical considerations that affect journalism and legal and ethical issues confronting contemporary journalists in a diverse society.
 - E. Knows the ways in which laws for print, broadcast and online journalism differ and analyzes reasons for these differences.
 - F. Knows how to teach students the responsibilities of journalists (e.g., balanced coverage, accuracy) and the responsibility of scholastic publications to create an open forum for diverse ideas, issues and viewpoints represented within the school community.
 - G. Knows ways of teaching students that will develop students' awareness of and ability to adhere to legal guidelines and professional ethical standards in various journalistic contexts (e.g., ensuring that publications are responsive to the concerns of all audience segments).

Domain II – Journalistic Writing and Photojournalism

Competency 005: *The teacher understands skills for gathering information using journalistic research, interviews and news judgment and develops students' ability to use these skills to create various journalistic products.*

The beginning teacher:

- A. Knows the types of information sources used in journalism (e.g., people, databases, Internet, reports) and ways to identify and locate print and nonprint information sources appropriate for given journalistic purposes.
- B. Applies criteria (e.g., bias, authoritativeness) for selecting and evaluating the credibility of information sources, including online sources.
- C. Knows procedures for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of its readership, evaluating newsworthiness) and recognizes the importance of addressing and being responsive to diversity in student publications.
- D. Knows procedures for gathering information (e.g., planning questions, rehearsing interviewing techniques, taking notes, using listening skills), evaluating information obtained from various sources and citing sources.
- E. Recognizes ethical issues and standards relevant to gathering information for student publications, including procedures for avoiding plagiarism.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- F. Knows procedures for formulating questions, refining topics for journalistic research, compiling information from primary and secondary sources and organizing and linking information and ideas from multiple sources.
 - G. Knows how to provide students with opportunities to develop and refine skills for gathering and organizing information, for using news judgment and for adhering to ethical standards in various journalistic contexts.

Competency 006: *The teacher understands various forms of journalistic writing.*

The beginning teacher:

- A. Knows the types of journalistic formats (e.g., news, feature, sports, editorial, column, review) and media (e.g., print, broadcast, online), as well as the writing and editing skills needed for various formats and media.
- B. Understands roles and audiences of different types of publications, including student publications.
- C. Recognizes forms of journalistic writing used to inform, entertain and persuade, and the criteria for selecting an appropriate journalistic style and format to present content.
- D. Knows the proper use of attribution in journalism, the use of direct and indirect quotes in journalistic writing and the structure and elements of news stories.
- E. Knows the skills and procedures for journalistic writing (e.g., determining a story's focus, using appropriate organizational patterns, writing copy for advertisements, using visual material).
- F. Knows how to edit journalistic writing for effectiveness.

Competency 007: *The teacher understands methods for developing students' ability to use journalistic writing and editing to create journalistic products.*

The beginning teacher:

- A. Knows how to teach students to recognize the journalistic styles of different types of media (e.g., print, broadcast, online).
- B. Knows ways of teaching that promote the development of students' skills in journalistic writing and editing and improve their ability to write in a well-organized, clear and convincing fashion in order to develop a professional identity in the community.
- C. Knows ways of teaching that promote students' skills for writing leads, bodies of stories in various structures (e.g., inverted pyramid, chronological order), headlines and captions.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- D. Knows how to teach students about the role and uses of a stylebook in ensuring consistency within journalistic publications.
 - E. Knows ways of teaching that promote students' use of appropriate grammar and usage for journalistic writing and their ability to revise and edit copy using appropriate proofreading/copyediting symbols.
 - F. Knows how to teach students to use guidelines for effective journalistic writing (e.g., keeping sentences and paragraphs short, varying word usage, using active-voice verbs, being specific, avoiding jargon and vague words, avoiding inappropriate editorializing, avoiding unnecessary words).
 - G. Knows ways of teaching that enable students to apply criteria (e.g., brevity, clarity, focus, bias, balance) for evaluating and appreciating the journalistic writing of others.

Competency 008: *The teacher understands principles, procedures and techniques of photojournalism.*

The beginning teacher:

- A. Recognizes the role and history of photography in journalistic communication.
- B. Analyzes events and trends in the development of contemporary photography and photojournalism, including the uses and effects of electronic technology, digital imaging and scanning.
- C. Knows the legal and ethical issues and guidelines in photojournalism (e.g., manipulation of images, invasion of privacy, copyright).
- D. Knows the parts of cameras (e.g., film, digital, video) and their functions and the types and applications of media commonly used in journalism.
- E. Understands the principles of caption writing and methods for evaluating captions.

Competency 009: *The teacher understands methods for developing students' ability to create effective images for journalistic products.*

The beginning teacher:

- A. Knows ways of teaching that will develop students' ability to plan, prepare and produce images for journalistic products reflecting a diverse population.
- B. Knows how to teach students to apply skills and procedures for managing and organizing assignments and deadlines in photojournalism and how to use procedures for planning photo layouts.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- C. Knows how to teach students procedures for taking, developing and printing photographs (e.g., selecting film, using and manipulating light, using manual camera controls, applying principles of composition, processing photographic images, applying darkroom techniques, using darkroom chemicals safely, cropping and scaling photographs).
 - D. Knows how to teach students the procedures for digital imaging and scanning and procedures for using available technologies to manipulate images.
 - E. Knows how to teach students techniques for creating aesthetically pleasing images using various types of composition (e.g., rule of thirds, leading lines).
 - F. Knows how to teach students the factors in determining an image’s interest and effectiveness and the criteria for selecting images to meet journalistic needs (e.g., content, composition, technical qualities, diversity).

Domain III – Student-Produced Media

Competency 010: *The teacher understands principles, elements, tools and techniques of publication and design.*

The beginning teacher:

- A. Knows the importance of publication design for effective journalistic communication and the uses of elements and principles of design to develop visual presentations that reinforce and enhance written messages.
- B. Recognizes characteristics of the design of newspaper pages (e.g., front, editorial, sports, feature), literary magazines, yearbook sections (e.g., people, clubs, student life), advertisements and digital products.
- C. Knows the design and format features of different types of student publications (e.g., yearbook, newspaper) and related terminology (e.g., signature, dummymyng, ladder).
- D. Recognizes principles of design (e.g., contrast, balance, center of visual interest, variety, dominance, continuity, consistency) and tools of design (e.g., color, lines, screens, art, graphics).
- E. Understands basic rules, techniques and applications of publication design (e.g., bumping headlines, internal margins, trapped white space) and ways to use illustrations, photographs and graphic devices (e.g., lines, screens, art) to communicate and emphasize a message.
- F. Recognizes the role of desktop publishing in producing student publications, the features of desktop publishing, including hardware and software, and the vocabulary and concepts related to the use of desktop publishing.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 011: *The teacher understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications.*

The beginning teacher:

- A. Knows ways of teaching that will develop students' ability to use principles, elements, tools and techniques of publication design to plan and create effective, aesthetically pleasing journalistic products.
- B. Knows how to teach students about the use of computer technology, including desktop publishing and digital imaging, in producing and designing visual presentations for student publications.
- C. Knows how to teach students about the types and characteristics of page and double-page spread design (e.g., modular, columnar) and the criteria to apply when analyzing and evaluating visual presentations in student publications.
- D. Knows how to teach students to design an advertisement for a particular audience.
- E. Knows how to teach students the use of typography in publication design and the criteria for selecting appropriate typography for various presentations.
- F. Knows how to teach students to prepare a layout for publication and apply skills for packaging stories for various media (e.g., print, online).

Competency 012: *The teacher understands principles, procedures and techniques of broadcast journalism and methods for developing students' ability to create effective broadcast productions.*

The beginning teacher:

- A. Knows the historical development of broadcasting and the significance of the growth of nonprint media for journalism.
- B. Analyzes the impact of broadcast media (e.g., radio, television) on society.
- C. Analyzes ways in which nonprint journalism is similar to and differs from print journalism.
- D. Understands principles and procedures for determining the content of news broadcasts, writing effective broadcast scripts and presenting information for broadcasts in a professional manner, including use of effective speaking skills.
- E. Knows the roles of various personnel (e.g., producers, station managers, technical directors, news anchors) in broadcast journalism.
- F. Knows how to teach students to develop skills in creating, editing and presenting effective broadcast journalism products.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- G. Knows how to teach students about issues related to news coverage and news writing in nonprint media (e.g., in relation to time constraints, legal and regulatory issues), including the importance of addressing and being responsive to diversity in student broadcasts.
 - H. Knows how to teach students about the technical elements and procedures (e.g., cutaways, voice-overs, transitions) in broadcast production used to create and deliver news.
 - I. Knows how to teach students to seek viewer opinions (e.g., polls, surveys, interviews) and apply criteria for evaluating broadcast journalism products (e.g., news reports, interviews) to determine impact on future programming.
 - J. Knows how to teach students to develop skills in creating and executing a financial plan for programming.

Domain IV – Journalism in the School Community

Competency 013: *The teacher understands the economics of student publications and methods for developing students' ability to use business management skills and procedures to produce and distribute journalistic products.*

The beginning teacher:

- A. Applies business management skills and procedures for financing and distributing student publications and understands methods of funding publications (e.g., advertisements, subscriptions, government grants).
- B. Knows procedures for creating business plans and implementing financial plans to support student publications, including methods for selling student publications and advertising.
- C. Analyzes factors affecting the cost of producing student publications (e.g., number of pages, number of copies, type and quality of paper), understands techniques for designing and placing advertisements and applies strategies and techniques for selling student publications.
- D. Applies knowledge of business practices relevant to student publications (e.g., estimating costs and developing cost projections; budgeting; identifying potential revenue sources; selling advertising space; working with outside vendors and printers; making decisions about purchasing equipment, supplies and services; developing and promoting circulation and sales; using ethical sales techniques).
- E. Analyzes the relationship between advertising appeals and mass media planning and financing and propaganda.
- F. Knows how to teach students the types of advertising (e.g., classified, display, public service), how to analyze and evaluate the effectiveness of different types of advertisements (e.g., hard sell, soft sell) and the procedures for determining how much to charge for advertising.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

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- G. Knows how to teach students to develop and implement plans for financing, producing and distributing student publications; to apply business management skills and procedures; and to maximize the audience for student publications.

Competency 014: *The teacher understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products.*

The beginning teacher:

- A. Recognizes the roles and responsibilities of individuals involved in creating and distributing journalistic products (e.g., editor, adviser).
- B. Analyzes ways in which students' active engagement in journalistic products can promote development of organizational, collaborative and leadership skills.
- C. Knows how to use students' experiences in journalism to develop a broad range of student skills (e.g., problem solving, decision making, critical thinking, team building, leadership, collaboration, organization, self-management, product evaluation, self-evaluation, working within time constraints).
- D. Knows how to provide opportunities for students to work cooperatively as a staff, share ideas and take direction.
- E. Knows strategies for guiding students to take responsibility for all aspects of developing and producing journalistic products (e.g., determining team members' roles and responsibilities; determining coverage and concepts for a publication; developing deadlines and monitoring progress; ensuring adherence to ethical standards; implementing procedures for submitting, critiquing and revising work).
- F. Knows strategies for guiding students to show respect for diverse views and perspectives, contribute individual ideas and talents and develop products that reflect professional standards of journalism.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Competency 015: *The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community.*

The beginning teacher:

- A. Recognizes and applies skills for advising students in various contexts related to the creation and distribution of journalistic products.
- B. Recognizes and applies principles and procedures for selecting and managing a diverse student staff.
- C. Implements procedures for maintaining positive public relations and working cooperatively with school personnel and community members.
- D. Knows strategies for working with parents/guardians to promote student development of knowledge and skills in journalism.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Approaches to Answering Multiple-Choice Questions

The purpose of this section is to describe multiple-choice question formats that you will typically see on the Journalism 7–12 test and to suggest possible ways to approach thinking about and answering them. These approaches are intended to supplement and complement familiar test-taking strategies with which you may already be comfortable and that work for you. Fundamentally, the most important component in assuring your success on the test is knowing the content described in the test framework. This content has been carefully selected to align with the knowledge required to begin a career as a Journalism 7–12 teacher.

The multiple-choice questions on this test are designed to assess your knowledge of the content described in the test framework. In most cases, you are expected to demonstrate more than just your ability to recall factual information. You may be asked to think critically about the information, to analyze it, consider it carefully, compare it with other knowledge you have or make a judgment about it.

Leave no questions unanswered. Questions for which you mark no answer are counted as incorrect. Your score will be determined by the number of questions you answer correctly.

The Journalism 7–12 test is designed to include a total of 100 multiple-choice questions, out of which 80 are scored. The number of scored questions will not vary; however, the number of questions that are not scored may vary in the actual test. Your final scaled score will be based only on scored questions. The questions that are not scored are being pilot tested to collect information about how these questions will perform under actual testing conditions. These pilot questions are not identified on the test.

How to Approach Unfamiliar Question Formats

Some questions include introductory information such as a map, table, graph or reading passage (often called a stimulus) that provides the information the question asks for. New formats for presenting information are developed from time to time. Tests may include audio and video stimulus materials such as a movie clip or some kind of animation, instead of a map or reading passage. Other tests may allow you to zoom in on the details in a graphic or picture.

Tests may also include interactive types of questions. These questions take advantage of technology to assess knowledge and skills that go beyond what can be assessed using standard single-selection multiple-choice questions. If you see a format you are not familiar with, **read the directions carefully**. The directions always give clear instructions on how you are expected to respond.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

For most questions, you will respond by clicking an oval to choose a single answer choice from a list of options. Other questions may ask you to respond by:

- **Selecting all that apply.** In some questions, you will be asked to choose all the options that answer the question correctly.
- **Typing in an entry box.** When the answer is a number, you might be asked to enter a numeric answer or, if the test has an on-screen calculator, you might need to transfer the calculated result from the calculator into the entry box. Some questions may have more than one place to enter a response.
- **Clicking check boxes.** You may be asked to click check boxes instead of an oval when more than one choice within a set of answers can be selected.
- **Clicking parts of a graphic.** In some questions, you will choose your answer by clicking on location(s) on a graphic such as a map or chart, as opposed to choosing from a list.
- **Clicking on sentences.** In questions with reading passages, you may be asked to choose your answer by clicking on a sentence or sentences within the reading passage.
- **Dragging and dropping answer choices into “targets” on the screen.** You may be asked to choose an answer from a list and drag it into the appropriate location in a table, paragraph of text or graphic.
- **Selecting options from a drop-down menu.** This type of question will ask you to select the appropriate answer or answers by selecting options from a drop-down menu (e.g., to complete a sentence).

Remember that with every question, you will get clear instructions on how to respond.

Question Formats

You may see the following types of multiple-choice questions on the test:

- Single Questions
- Clustered Questions

On the following pages, you will find descriptions of these commonly used question formats, along with suggested approaches for responding to each type.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Single Questions

The single-question format presents a direct question or an incomplete statement. It can also include a reading passage, graphic, table or a combination of these. Four answer options appear below the question.

The following question is an example of the single-question format. It tests knowledge of Journalism 7–12 Competency 007: *The teacher understands methods for developing students’ ability to use journalistic writing and editing to create journalistic products.*

Example 1

Students in a ninth-grade journalism class are drafting editorials that address an issue about which they feel strongly. One student has particular difficulty organizing his thoughts to create a coherent and cohesive editorial. Which of the following teaching strategies would be most effective for helping this student draft a clear and convincing editorial?

- A. Encourage the student to read a variety of published editorials before he begins to write.
- B. Advise the student to free-write and then reorganize his ideas in a logical sequence.
- C. Give the student samples of historically significant persuasive essays that illustrate effective text structures.
- D. Coach the student in developing an outline or flow chart to organize the main ideas for his editorial.

Suggested Approach

Read the question carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answers, select the correct answer choice and mark your answer.

In this item, one student is described as having difficulty organizing his thoughts to write a coherent editorial. The item asks for the most effective teaching strategy for helping the student draft a clear and convincing editorial. Look at the answer choices and consider which of them describes the most effective method for accomplishing this goal.

Option A suggests that the teacher should have the student read a variety of published editorials before he writes his own. This strategy might help the student recognize how other writers express their opinions, but it is unlikely to be effective in helping the student with the current task of organizing and presenting his own thoughts. Option A may be eliminated as the best response to this item.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Option B suggests that the teacher should advise the student to free-write and then reorganize his ideas in a logical sequence. Free-writing, or stream-of-consciousness writing, however, is not a recommended approach for focused writing. This strategy is likely to generate many unrelated ideas, which would exacerbate rather than help resolve the student’s present difficulty. Option B may be eliminated as the best response to this item.

Option C suggests that the student should be provided with historically significant persuasive essays that illustrate effective text structures. While this might be used as a long-term strategy for familiarizing students with organizational techniques and forms used in persuasive writing, it would not be particularly useful for the task at hand, which is to help the student apply organizational skills to his own ideas and draft an editorial. In addition, topics and issues in historical essays may have little relevance to a ninth-grade student in today’s world and so are unlikely to connect or relate to the student. Option C would not be the best response to this item.

Option D suggests that the teacher should coach the student in developing an outline or flowchart to organize the main ideas for his editorial. This indeed is a typical strategy used by writers to collect and organize thoughts and ideas into a coherent plan for a first draft. This strategy also presents a hands-on, individualized approach in which the teacher is actively involved in helping the student express and organize his ideas in writing. Option D identifies the most effective strategy for helping this student draft a clear and convincing editorial, and so option D is the best response to this item.

Of the alternatives offered, only coaching the student in developing an outline or flowchart presents a proactive, efficient strategy for directly addressing the student’s difficulty in the context of the current assignment. Therefore, **the correct response is option D.**

The following question is also an example of the single-question format, but it has more than one correct response. It tests knowledge of Journalism 7–12 Competency 005: *The teacher understands skills for gathering information using journalistic research, interviews and news judgment, and develops students’ ability to use these skills to create various journalistic products.*

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Example 2

A middle school is holding a week-long educational session on local authors. The newspaper staff at the middle school has decided to create a special edition of their newspaper in which they will gather various primary sources and present the information to the school. Which of the following is considered a primary source? Select all that apply.

- A. Photographs of the authors taken by the staff
- B. Pages of a diary belonging to one of the authors
- C. Copies of early drafts of a famous novel by one of the authors
- D. Clippings from other newspapers of reviews of the authors' works
- E. An editorial by the school principal about a novel by one of the authors

Suggested Approach

The question states, "Select all that apply." Therefore, you should be prepared to make more than one selection. First, read the question carefully. For this particular question, you should focus on primary sources and attempt to identify all that are presented.

Option A **should** be selected. Because members of the staff took the photographs, they constitute original work and qualify as primary documents.

Option B **should** be selected. Because diaries are primary sources, the pages of the diary qualify as primary documents.

Option C **should** be selected. Drafts of literary works are primary sources.

Option D **should not** be selected. Although some newspaper articles featuring first-person accounts are considered primary sources, book reviews are secondary sources.

Option E **should not** be selected. Editorials, like book reviews, are secondary sources.

Understanding the difference between primary and secondary sources is very important for journalism students undertaking research and gathering information. **The correct response is A, B and C.**

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Clustered Questions

Clustered questions are made up of a stimulus and two or more questions relating to the stimulus. The stimulus material can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions that follow.

You can use several different approaches to respond to clustered questions. Some commonly used strategies are listed below.

- Strategy 1** Skim the stimulus material to understand its purpose, its arrangement and/or its content. Then read the questions and refer again to the stimulus material to obtain the specific information you need to answer the questions.
- Strategy 2** Read the questions *before* considering the stimulus material. The theory behind this strategy is that the content of the questions will help you identify the purpose of the stimulus material and locate the information you need to answer the questions.
- Strategy 3** Use a combination of both strategies. Apply the “read the stimulus first” strategy with shorter, more familiar stimuli and the “read the questions first” strategy with longer, more complex or less familiar stimuli. You can experiment with the sample questions in this manual and then use the strategy with which you are most comfortable when you take the actual test.

Whether you read the stimulus before or after you read the questions, you should read it carefully and critically. You may want to note its important points to help you answer the questions.

As you consider questions set in educational contexts, try to enter into the identified teacher’s frame of mind and use that teacher’s point of view to answer the questions that accompany the stimulus. Be sure to consider the questions only in terms of the information provided in the stimulus — not in terms of your own experiences or individuals you may have known.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Example 1

Questions 1-2 refer to the following information.

At the beginning of each week, a yearbook teacher gives her class a specific photography assignment, whether it is taking pictures of a sporting event, taking pictures of a specific club/organization's event, or taking pictures of designated classrooms. She also asks teachers and parents to submit photographs they have taken throughout the year, and has the class work in groups to select and edit these photos for use in the yearbook. The decisions of the groups are then discussed and evaluated by the class.

Now you are prepared to respond to the first of the two questions associated with this stimulus. The first question tests knowledge of Journalism 7–12 Competency 009: *The teacher understands methods for developing students' ability to create effective images for journalistic products*

1. Which of the following is the most desired outcome of the weekly photography assignment?
 - A. Allowing the students more opportunities to practice their techniques
 - B. Ensuring that the pictures will reflect a diverse school population
 - C. Increasing the number of photographs usable by the staff
 - D. Allowing the teacher a means of assessing students' work

Suggested Approach

Consider carefully the information presented in the stimulus. Then read and consider this first question, which asks which outcome is the most desired.

Option B is correct. Designating an assignment is an ideal way of diversifying the photography of the yearbook. This approach will ensure that the photographs highlight different sections of the student population that may otherwise be underrepresented. It also will give every student the opportunity to have work featured in the yearbook.

Option A is incorrect. Although this option provides emerging photographers with the opportunity to practice their skills, that is not the most desired outcome of this assignment. This teacher could present other assignments to meet the goal of helping students practice, but by giving the class specific assignments for events or locations the teacher is ensuring that the entire population will be represented in the yearbook.

Option C is incorrect. Although this option increases the number of photographs received for the yearbook, that is not the most desired outcome of this assignment. By directing the students in the direction of events and locations, the teacher is

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clearly dictating the coverage of the yearbook and not merely the quantity of photographs available.

Option D is incorrect. Although this practice can be used for assessment, that is not the most desired outcome of this approach. A yearbook teacher's assessments are not solely comprised of photography, so there is clearly another point to this weekly assignment.

In this way, analysis of the four options should lead you to select **option B as the best response**, because the stimulus reveals that the teacher's assignment covers the entire school year and focuses on engaging all of the students. Although options B, C and D offer some desired outcome, only option B emerges as the most desired outcome, as it is the goal of every yearbook to fully reflect the school's diverse population.

Now you are prepared to respond to the second of the two questions associated with this stimulus. The second question measures Journalism 7–12 Competency 014: *The teacher understands methods for encouraging students' development of organizational, collaborative and leadership skills through the creation and distribution of journalistic products.*

2. Which of the following is the most desired outcome of the selection and editing component of this assignment?
 - A. Students are required to work together to produce a journalistic product.
 - B. The teacher can use observation to identify leaders for editorial positions.
 - C. This approach focuses on the role of photography in journalistic communication.
 - D. The groups will select only the best pictures so that the teacher does not waste time reviewing poor quality work.

Suggested Approach

Consider carefully the information presented in the stimulus. Then read and consider this second question, which asks which outcome is the most desired.

Option A is correct. Because one of the main goals of a yearbook is to reflect the school's diverse population, this assignment creates a smaller forum where all students can participate and provide their opinions. The finished product, and the process of students working together to produce that product, is the most desired outcome of the selection and editing component of the weekly assignment.

Option B, is incorrect. Although this assignment may yield opportunities to identify leaders, the appeal of the assignment based on this condition vanishes once those positions are filled. As such, this option is not the most desired outcome.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Option C is incorrect. Although the assignment does focus attention on the role of photography, this is not the most desired outcome. This option is too narrow in scope and does not take into account the collaborative nature of the assignment or other pedagogical factors at work.

Option D is incorrect. Assignments should be created for the purpose of educating the students and not with the goal of sparing the teacher work. This option is certainly not the most desired outcome.

In this way, analysis of the four options should lead you to select **option A as the best response**, because the stimulus reveals that the teacher’s assignment is driven by the work accomplished by the groups. The assignment provides a number of desired outcomes, as evidenced mainly by options B and C, but only option A emerges as the most desired outcome.

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

Multiple-Choice Practice Questions

This section presents some sample test questions for you to review as part of your preparation for the test. To demonstrate how each competency may be assessed, each sample question is accompanied by the competency that it measures. While studying, you may wish to read the competency before and after you consider each sample question. Please note that the competency statements do not appear on the actual test.

For each sample test question, there is a correct answer and a rationale for each answer option. Please note that the sample questions are not necessarily presented in competency order.

The sample questions are included to illustrate the formats and types of questions you will see on the test; however, your performance on the sample questions should not be viewed as a predictor of your performance on the actual test.

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 001

1. Which of the following prominent journalism figures is often credited with advancing the practice known as yellow journalism by famously helping to propel the United States into war with Spain?
 - A. John Peter Zenger
 - B. Benjamin Franklin
 - C. William Randolph Hearst
 - D. Edward R. Murrow

Answer and Rationale

COMPETENCY 001

2. Prior to 1980, the Federal Communications Commission (FCC) maintained strict rules on broadcast media ownership. Since then, the FCC has eliminated most of those restrictions through a process called
 - A. deregulation.
 - B. convergence.
 - C. vertical integration.
 - D. media concentration.

Answer and Rationale

COMPETENCY 001

3. Which of the following journalists is famous for exposing the squalid conditions of New York's Blackwell Island Asylum and sparking reform around the country?
 - A. Nellie Bly
 - B. Cokie Roberts
 - C. Louisa Knapp Curtis
 - D. Ida Tarbell

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 002

4. Which of the following best describes an effect of cross-media ownership in contemporary journalism?
- A. Chains emerge when one media company takes over another type of media company.
 - B. Competition arises when similar types of media companies merge.
 - C. Conglomerates form when one media company buys out another type of media company.
 - D. Advertising increases profitability when one media company shares services with competitors.

Answer and Rationale

COMPETENCY 003

5. In a journalism class, students are reviewing media messages in various television commercials which try to persuade consumers to buy different products. To best hone in on how the commercials are influencing viewers' opinions about the products, students should consider which of the following questions as they view each commercial?
- A. What important information is left out of the message?
 - B. What does this commercial remind you of from your own life?
 - C. When was this commercial created?
 - D. Who is the director of the commercial?

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 003

6. Ms. Potello wants her students to become more critical of information they find online. She asks them to search the Internet for articles about the latest treatments for common diseases. One student discovers an article that describes the benefits of an innovative new treatment for diabetes. Which of the following steps will help students evaluate the legitimacy of the claim? Select all that apply.
- A. Summarizing the various causes of diabetes listed in the article
 - B. Creating a time line showing the development of treatments that are described in the article
 - C. Researching the background of the article’s author and sponsors
 - D. Analyzing the testimonials of satisfied customers listed in the article
 - E. Comparing the benefits of the treatment listed in the article with the benefits listed in other articles on the topic

Answer and Rationale

COMPETENCY 004

7. In which of the following instances is prior restraint deemed justified by the United States Supreme Court?
- A. When there are allegations against the president of the United States
 - B. When a court case has not yet gone to trial
 - C. When someone’s life is in danger
 - D. When troop movements are publicized in time of war

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 004

8. Which of the following best describes the impact of the *Hazelwood School District v. Kuhlmeier* decision on school newspapers?
- A. Schools may not limit what is published in their newspapers under any circumstances.
 - B. Schools may not limit what is published in their newspapers unless there is risk of imminent physical harm.
 - C. Schools may limit what is published in their newspapers if the content causes legitimate academic distress.
 - D. Schools may limit what is published in their newspapers if the principal feels the school will be cast in a negative light.

Answer and Rationale

COMPETENCY 005

9. Olivia, a high school junior, has just finished a paper for her journalism class. She has paraphrased and cited sources in her bibliography to the best of her ability, but as she rereads the paper, she is concerned about possible plagiarism. If she brings the paper to her teacher for advice, which of the following is the best response by the teacher to help Olivia avoid any plagiarism issues?
- A. Suggesting that another student review Olivia's paper to identify erroneous information
 - B. Recommending that Olivia use specific names rather than pronouns in the paper to avoid ambiguity
 - C. Directing Olivia to analyze her sources and exclude sources that are not necessary for citation
 - D. Encouraging Olivia to create an annotated bibliography to avoid any confusion about cited information

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 005

10. A student reporter is interviewing the superintendent and the high school principal for a story about the school's building expansion project. Which of the following is the most appropriate way for the student to generate questions for the story?
- A. Including sensationalist questions to generate quotable material for the news story
 - B. Asking open-ended questions and researching the project before the interview
 - C. Using as few questions as possible and asking each question multiple times
 - D. Having an editor prepare the wording of the questions

Answer and Rationale

COMPETENCY 006

11. Which of the following best describes a primary difference between feature stories and news stories?
- A. News stories usually include researched, reflective, thoughtful writing about original ideas, while feature stories are short and direct.
 - B. News stories generally cover topics in depth and amplify the most interesting elements, while feature stories reveal only information that is crucial to basic understanding.
 - C. Feature stories use the inverted pyramid style to explain situations or occurrences, while news stories rely solely on facts that can be verified.
 - D. Feature stories are human-interest articles that focus on particular people, places and events, while news stories report the latest news.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

12. Which of the following best demonstrates the journalistic principles of headline writing?
- A. Controversial \$20 million school budget passes in 4 to 3 vote
 - B. School board discussed new budget during intense meeting
 - C. Millions of tax dollars wasted by school board in new budget
 - D. \$20 million approved! School board votes in favor of student success

Answer and Rationale

COMPETENCY 007

13. A journalism teacher is reviewing tips on writing better leads. The teacher presents the class with different leads to the same story about a winter snowstorm.
- I. One quarter of an inch.
That's all the snow it took to send cars sliding into ditches during a surprise spring snowstorm.
 - II. Old man winter is back again.
Students at Morse High School were amazed to see snow falling yesterday in a rare spring storm.

The teacher asks the students to choose one lead and explain why it is the best. Using this strategy helps the students realize that

- A. leads must be complete sentences.
- B. "when" and "where" must always be addressed in the lead.
- C. "why" and "how" are more important in leads than "who" and "what."
- D. using "who" in the lead is very important, especially when the story concerns students.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 007

14. Which of the following is a primary reason for students to use a journalism stylebook?
- A. It recommends basic outlines and structures for journalists based on common practices in the field.
 - B. It provides essential principles for both conventional language and journalistic techniques.
 - C. It offers instruction and assignments that classroom teachers can use to educate young journalists.
 - D. It presents examples of outstanding journalistic works for students to use as models and inspiration.

Answer and Rationale

COMPETENCY 008

15. A student is taking photos for a newspaper article about a rash of cell phone thefts on campus. An anonymous source provides a tip as to where the missing cell phones may be found. The student believes that it is possible to use a zoom lens and capture a photo of possible evidence through a window at another student's house. Which of the following is the most appropriate response by the teacher to the student?
- A. Encouraging the student to get the clearest possible photo
 - B. Recommending that the student select a different story to pursue
 - C. Accompanying the student to make sure nothing goes wrong
 - D. Explaining to the student why taking the photo would be unethical and potentially illegal

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 008

16. The following is the first sentence of the caption that a photo editor created for a photo from a school bake sale.

“The Student Council sells the last red velvet cupcake during the bake sale last Friday.”

Which of the following is the most appropriate feedback to give the photo editor to improve the caption?

- A. Avoid incongruity by using the time element as adjectival information. Suggested improvement: “The Student Council sells the final red velvet cupcake of last Friday’s bake sale.”
- B. Provide proper attribution by identifying the photographer. Suggested improvement: “In this photo, by junior Sam Roccia, the Student Council sells the last red velvet cupcake during the bake sale last Friday.”
- C. Prevent confusion by identifying the purpose of the bake sale. Suggested improvement: “The Student Council sells the last red velvet cupcake during the bake sale last Friday in order to raise funds for local shelters.”
- D. Acknowledge the oldest students in the photo. Suggested improvement: “Seniors Kelly Rapur and Carlos Ortiz sell the last red velvet cupcake to a sophomore during the bake sale last Friday.”

Answer and Rationale

COMPETENCY 009

17. A student photographer is disappointed with the photos from a recent shoot. The student sits down and evaluates the photos with the teacher who says they lack dimension. Which of the following should the student do next time to best improve photo composition?

- A. Move to the side of the subject to show different planes.
- B. Add more front light to highlight the subject.
- C. Use a better camera to best capture the image.
- D. Ask the subject to go outside to use natural light.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 009

18. Erin and Allison are trying to photograph their school from the top of a hill, but they are having a hard time with the picture scale. Which of the following techniques should they use to best depict scale and landscape?
- A. Using a human figure
 - B. Establishing a background
 - C. Using the Rule of Thirds
 - D. Using a horizontal line

Answer and Rationale

COMPETENCY 010

19. The yearbook staff wants to increase the number of pages in the yearbook. Adding pages requires making adjustments to the
- A. gutter.
 - B. ladder.
 - C. endsheet.
 - D. template.

Answer and Rationale

COMPETENCY 010

20. Which of the following elements is most directly responsible for creating a focal point in a design?
- A. Harmony
 - B. Dominance
 - C. Variety
 - D. Balance

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 010

21. The yearbook editor is completing the layout using a desktop publishing program. The editor realizes that the copy will not fit in the designated dummy. The best solution for fitting the copy is to
- A. ignore the dummy.
 - B. tighten the tracking.
 - C. increase white space.
 - D. edit the copy.

Answer and Rationale

COMPETENCY 011

22. A student reporter has submitted a headline along with a front-page story. The layout editor does not believe the headline will fit on the page, given the headline schedule and specific column width assigned. Which of the following is the best way the adviser can help the student reporter determine if the headline is the right size?
- A. Utilizing a ruler measurement
 - B. Counting the number of characters
 - C. Using the unit count system
 - D. Printing it out and adjusting if needed

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 011

23. Which of the following should be the first consideration when designing a print advertisement to promote a product?
- A. Using a variety of decorative fonts when displaying the product
 - B. Minimizing the amount of white space surrounding the product
 - C. Describing how a competing product is ineffective
 - D. Focusing on the benefit of the product for the audience

Answer and Rationale

COMPETENCY 011

24. A student is designing an advertisement for the school newspaper. The student has written the copy, taken a coordinating photo, created the graphics and located the logo. The best next step in the layout process is to
- A. develop the headline for the advertisement.
 - B. insert the company's logo into the advertisement.
 - C. size the page of the advertisement.
 - D. crop the photo for the advertisement.

Answer and Rationale

COMPETENCY 012

25. Which of the following statements best describes the impact of technology on television audiences during the 1980s and 1990s?
- A. New technologies began to split audiences into smaller segments that eroded the dominance of television broadcasting.
 - B. Television broadcasting became less influential as audiences turned to social media for news and entertainment.
 - C. The consolidation of small television networks led to broadcasting monopolies that resulted in fewer choices for audiences.
 - D. Major television networks experienced rapid audience growth as more viewers subscribed to cable television.

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 012

26. Broadcast students are producing a video news story about an upcoming community-wide parade celebrating the volleyball team's state championship. They have conducted several interviews and need to choose which sound bites to include. Which of the following sound bites targets the student audience using an emotional appeal?
- A. Principal: "Students will be excused from class at 2:30 and should report to the front parking lot to line up."
 - B. Police officer: "Officers will be present. Safety is always a major concern at a large event like this."
 - C. Student: "We're pumped! I've got the purple face paint and he's got the purple wig. It's going to get crazy!"
 - D. Volleyball player: "This is the first time in school history that the volleyball team won state!"

Answer and Rationale

COMPETENCY 013

27. A middle school usually prints its newspaper in black and white, but for a special homecoming edition, the staff wants to add the school color, purple, to the front page. Which of the following color systems is the most appropriate and least expensive to print?
- A. Cyan, magenta, yellow and black (CMYK)
 - B. Hue, saturation and lightness (HSL)
 - C. Red, green and blue (RGB)
 - D. Hue, saturation and value (HSV)

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

COMPETENCY 013

28. During a meeting with the principal, the school’s newspaper adviser and editor-in-chief learn that budget cuts are looming and that the school will no longer be able to finance the newspaper. Which of the following actions should be taken first to promote the long-term stability of the newspaper?
- A. Reducing the number of pages per edition
 - B. Increasing advertising prices slightly for each edition
 - C. Using more staff time to secure advertisements
 - D. Requesting donations from the community

Answer and Rationale

COMPETENCY 014

29. Which of the following strategies will best prepare first-year journalism students for being staff members and editors on the school newspaper?
- A. Having students shadow professional journalists working in the field
 - B. Varying journalistic assignments and roles on a regular basis
 - C. Ensuring that all assignments in the journalism textbook are completed
 - D. Assigning a research project on the ethics and responsibilities of journalists

Answer and Rationale

COMPETENCY 014

30. A yearbook teacher organizes a staff field trip to an overnight yearbook camp, where the students will have the opportunity to learn various techniques and work together to come away with a theme. Which of the following is the most important benefit of this practice?
- A. It allows for a theme to be decided on in a timely manner.
 - B. It allows the teacher a way to assess the ideas of the students.
 - C. It allows the students to collaborate and share ideas.
 - D. It allows the staff to compare their ideas with the ideas of other groups.

Answer and Rationale

NOTE: After clicking on a link, right click and select “Previous View” to go back to original text.

COMPETENCY 015

31. A journalism teacher has started a student newspaper at school, and students in the journalism class will be directly involved in its production. To help students become more comfortable with the demands of being on a newspaper staff, the teacher arranges to have them visit the city's local newspaper office. However, a few parents have questioned the educational value of the field trip. Which of the following will best help the teacher resolve the situation?
- A. Excluding the students whose parents objected
 - B. Asking parents to submit their concerns in writing
 - C. Having the city newspaper staff visit the classroom instead
 - D. Explaining the purpose of the trip to parents and inviting them to join

Answer and Rationale

COMPETENCY 015

32. A middle school yearbook staff is at a loss about how to plan for the distribution of their books. Which of the following is the best suggestion the adviser can provide about how to begin?
- A. Making a list, because compiling receipts and names will make the process run more smoothly
 - B. Gathering the necessities, because reserving the room and supplies is important to any distribution
 - C. Finding reinforcements, because the more help that the staff receives from teachers and parents the better
 - D. Looking at the book, because taking time to enjoy the product will help get the staff motivated

Answer and Rationale

NOTE: After clicking on a link, right click and select "Previous View" to go back to original text.

Answer Key and Rationales

Question Number	Competency Number	Correct Answer	Rationales
1	001	C	<p>Option C is correct because William Randolph Hearst is widely regarded as one of the major figures credited with advancing the practice of yellow journalism. In addition, it was Hearst's <i>New York Journal</i>, and not rival Joseph Pulitzer's <i>New York World</i>, that sensationalized coverage of events in Cuba and prompted what became the Spanish-American War. Option A is incorrect because as a result of his trial, John Peter Zenger is a historical figure associated with libel and not yellow journalism, a term that wasn't coined until almost 150 years after his death. Option B is incorrect because Benjamin Franklin also predates yellow journalism and is not one of the figures associated with the practice. Option D is incorrect because Edward R. Murrow was a mid-twentieth-century journalist whose career took place much later than the practice here referenced.</p> <p>Back to Question</p>
2	001	A	<p>Option A is correct because deregulation is the FCC's process of withdrawing regulatory restrictions on broadcast media ownership. This process began in 1980 with the loosening of strict rules concerning broadcast media ownership. Option B is incorrect because convergence is the melding of the communications, computer and electronics industries. Option C is incorrect because vertical integration is an attempt by one company to simultaneously control related aspects of the media business. Option D is incorrect because media concentration is what some argue happens as a result of deregulation.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
3	001	A	<p>Option A is correct because Nellie Bly feigned insanity in 1887 in order to expose the squalid conditions of New York’s Blackwell Island Asylum and sparked reform around the country. Option B is incorrect because Cokie Roberts is a contemporary journalist who is most famous for her political commentary and syndicated columns. Option C is incorrect because Louisa Knapp Curtis is best known for publishing the <i>Ladies Home Journal</i>. Option D is incorrect because Ida Tarbell is best known for investigative reporting that exposed the unfair practices of the Standard Oil Company, leading to a United States Supreme Court decision to break its monopoly.</p> <p>Back to Question</p>
4	002	C	<p>Option C is correct because conglomerates are international companies that own different types of media across different platforms. They are the result of cross-media ownership, which is the term applied to the practice of one media company buying out another type of media company. Option A is incorrect because chains are companies that own many media companies across one type of medium. They are not an example of cross-media ownership. Option B is incorrect because competition has not been shown to rise when similar media companies merge. In addition, although competition is another aspect of the economic reality of contemporary journalism, it is not a suitable explanation for the effect of cross-media ownership. Option D is incorrect because the profitability of advertising is also not a suitable explanation for the effect of cross-media ownership.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
5	003	A	<p>Option A is correct because this question applies to the content of the message. Awareness of the message and the meaning behind what is presented is a key factor in understanding the content of a message. Option B is incorrect because the question focuses more on helping students make personal connections to the commercial than having them hone in on the influential value of the commercial. Options C and D are incorrect because they focus more on the authorship of the commercial rather than the message delivered.</p> <p>Back to Question</p>
6	003	C	<p>Option C is correct because determining the backgrounds of both the source and the sponsors of the source is a critical step in evaluating the legitimacy of a claim. Through this research, answers to questions such as “Is this person qualified to make such claims?” and “What is the motivation of this person to make this claim?” are revealed. Option E is correct because confirming that other legitimate sources are making the same claims will improve the legitimacy of the initial article. Option A is incorrect because simply summarizing the causes of diabetes listed in the article will not aid students in evaluating the legitimacy of the claims. Option B is incorrect because creating a time line will only be summarizing what is stated in the article, not confirming the legitimacy of the claim. Option D is incorrect because customer testimonials are opinions and cannot serve as proof for the legitimacy of a claim.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
7	004	D	<p>Option D is correct because in <i>Near v. Minnesota</i> in 1931, the court ruled that the government may limit information about troop movements in time of war. Option A is incorrect because on several occasions the media has brought to light allegations against United States presidents. Option B is incorrect because the news media often reports facts in court cases before they go to trial. Option C is incorrect because news often concerns life and death situations, and this has not been found to justify prior restraint.</p> <p>Back to Question</p>
8	004	C	<p>Option C is correct because under the Supreme Court ruling, schools retain the right to refuse to sponsor speech that is “inconsistent with ‘the shared values of a civilized social order.’” Educators may exercise this right so long as their actions are “reasonably related to legitimate pedagogical concerns,” which would be characteristic of content that causes academic distress. Option A is incorrect because schools may limit what is published in their newspapers under some circumstances. Option B is incorrect because imminent danger is not the criterion set forth by the decision, and schools may limit what is published in their newspapers if there are “legitimate pedagogical concerns.” Option D is incorrect because schools may only limit content if “legitimate pedagogical concerns” are present, which must be evidenced by more than a general concern by the principal about negative publicity.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
9	005	B	<p>Option B is correct because one of the first steps in addressing plagiarism concerns is to identify to whom the words on the page belong. By recommending that Olivia review her use of pronouns and instead name specific people (such as the author of a quote), the teacher is helping Olivia identify those parts of the paper that are hers and those that are from one of her sources. This step will result in a clearer paper that properly differentiates between Olivia’s words and those of her sources. Option A is incorrect because having a peer identify possible plagiarism concerns does not properly coach Olivia in accomplishing that task for herself. This option also complicates the process because it introduces a third party who may not be helpful in resolving the issue. Option C is incorrect because if the paper is ambiguous in its attributions, changing the sources will not help the situation. The problem lies not with Olivia’s sources but with how she incorporated those sources into her own writing. Option D is incorrect because although an annotated bibliography can help with cited sources, this particular step will not help Olivia identify possible instances of plagiarism in her paper.</p> <p>Back to Question</p>
10	005	B	<p>Option B is correct because asking open-ended questions, especially after having researched the topic, will promote the extended discussions of ideas. Option A is incorrect because sensationalist questions are not conducive to good journalism, which relies on facts and expert opinions. Option C is incorrect because using few questions asked multiple times will keep the important information from being discussed in the interview. Option D is incorrect because an editor’s job is to finalize the product of the interview, not the interview questions.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
11	006	D	<p>Option D is correct because the difference between news stories that report the latest breaking news and feature stories that focus on telling in-depth human-interest stories is accurately described in this option. Option A is incorrect because this option reverses the roles of news stories and features. Option B is incorrect because features, and not news stories, delve in depth and amplify interesting elements. In addition, feature stories do not reveal only basic information. Option C is incorrect because the inverted pyramid is an attribute of news stories, not features.</p> <p>Back to Question</p>
12	007	A	<p>Option A is correct because specific details about the amount of the budget and the close vote reflect the important news. The word “controversial” helps describe the situation, but does not editorialize by offering an opinion. The active verb construction and present tense are also desirable. Option B is incorrect because the headline does not report the actual news of the budget’s passage and is in past tense. Option C is incorrect because like news stories, headlines should be objective. The use of the word “wasted” reflects the headline writer’s opinion. Option D is incorrect because the phrase “votes in favor of student success” is vague and has an editorial connotation that the budget was a good decision.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
13	007	C	<p>Option C is correct because using “why” and “how” creates a picture in the reader’s mind. This approach offers intrigue and attracts the reader to the story. Option A is incorrect because stylistically, phrases are acceptable in some cases. Option B is incorrect because “when” and “where” leads are generally weak unless they concern an important factor in the story. Although in certain situations “when” and “where” may be addressed in the lead, this is certainly not always the case. Option D is incorrect because using “who” in leads is not a good journalistic practice for a student newspaper, where generally all of the stories concern students.</p> <p>Back to Question</p>
14	007	B	<p>Option B is correct because a stylebook provides basic guidelines for issues of grammar and journalistic style. Option A is incorrect because, although a stylebook may feature some common practices in its guidelines, common practices are not the basis of the guidelines. Option C is incorrect because educating young journalists is the purpose of a textbook. Option D is incorrect because, while models of strong journalistic works may be in a style guide, it is not a primary reason for using one. An anthology of outstanding journalistic works would contain such models.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
15	008	D	<p>Option D is correct because taking an unauthorized photo through a window could be considered invasion of privacy. The adviser should explain the unethical and potentially criminal aspects of this idea. Option A is incorrect because a teacher should not encourage students to invade privacy or be unethical in pursuit of a story. Option B is incorrect because an adviser should not recommend that students back down from stories simply because they are difficult. Option C is incorrect because the teacher should not accompany a student to do something that could be considered illegal or unethical.</p> <p>Back to Question</p>
16	008	A	<p>Option A is correct because this caption properly includes information that informs the reader about the action pictured. This option avoids the incongruity of the original where the action pictured is described as simultaneously taking place in the present and last Friday. Option B is incorrect because the photographer should be identified at the end of the caption, not in the first sentence. Option C is incorrect because the first sentence of a caption should describe the action in the photo. Secondary information, such as how the proceeds will be used, should be included in the sentences that follow. Option D is incorrect because acknowledging people in the photo based on popularity is not a good journalistic practice.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
17	009	A	<p>Option A is correct because including images in the foreground, middle-ground and background creates depth and three-dimensionality. This is also the only option that addresses composition. Option B is incorrect because additional front lighting will flatten the image even more. Option C is incorrect because while this may improve the quality of the photo, it won't improve photo composition. Option D is incorrect because while natural light may improve the color, it will not change the composition of the photo.</p> <p>Back to Question</p>
18	009	A	<p>Option A is correct because using a human figure will help the students establish the scale and landscape necessary to create an effective photograph. Option B is incorrect because establishing a background makes the subject stand out but is not the best way to address the issue of scale. Option C is incorrect because although the Rule of Thirds will create a strong center of interest, it will not address the scale of the photograph. Option D is incorrect because using a horizontal line divides an image but will not help establish the necessary scale for the photograph.</p> <p>Back to Question</p>
19	010	B	<p>Option B is correct because the term "ladder" refers to a chart that represents the pages in a book. Option A is incorrect because the gutter is the inner space between two pages of a spread where the paper runs into the spine. Option C is incorrect because an endsheet is a heavy sheet of paper that attaches the book to its cover. Option D is incorrect because a template is a master page that helps ensure consistency.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
20	010	B	<p>Option B is correct because dominance refers to the focus given to a specific part of a work or a design. Option A is incorrect because harmony refers to the elements of a design that work together. Option C is incorrect because variety gives an artwork interest and validity, but it is not typically related to the focal point. Option D is incorrect because balance refers to the distribution of elements.</p> <p>Back to Question</p>
21	010	B	<p>Option B is correct because tightening the tracking decreases the amount of space between letters, which increases the amount of text that will fit. Option A is incorrect because the dummy is the pattern needed to lay out a page and should not be ignored. Option C is incorrect because increasing white space leaves less room available for text. Option D is incorrect because editing the copy eliminates text and raises other issues.</p> <p>Back to Question</p>
22	011	C	<p>Option C is correct because the unit count system is an accepted standard by which to measure headline size. Option A is incorrect because measuring with a ruler is not efficient and is not a sound journalistic practice. Option B is incorrect because different characters have different widths. Option D is incorrect because printing a front page layout to adjust is not an effective or efficient way to make this determination.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
23	011	D	<p>Option D is correct because the benefit to a customer is one of the most basic elements of advertising. An effective advertisement must highlight the benefits to the audience. Option A is incorrect because common design guidelines encourage designers to use decorative fonts sparingly. Including three decorative fonts in a single ad will cause conflict in the design, not variety. Option B is incorrect because white space can be an effective design tool and should not be arbitrarily limited. White space can help draw attention to important elements, and can make an advertisement neater and easier to read. Option C is incorrect because advertisers should refrain from making unsubstantiated claims about a competitor.</p> <p>Back to Question</p>
24	011	B	<p>Option B is correct because adding the logo first ensures that the student will secure the proper amount of space for the logo and other identifying information. In this way, the student will not have to squeeze the logo in at the end of the process and risk having an ad where the company information is difficult to read. Option A is incorrect because if the headline is too large, other important information will not fit properly. Option C is incorrect because the copy can be reduced if other important information, such as the logo, does not fit or is difficult to read. Option D is incorrect because the photo can be cropped or resized if other important information, such as the logo, does not fit or is difficult to read.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
25	012	A	<p>Option A is correct because, as VCRs and cable television became popular, viewers had more choices. As a result, the major television networks became less influential, as they now had to compete with other outlets for audience share. Option B is incorrect because social media did not emerge until later. Option C is incorrect because during the referenced time period more television networks appeared rather than consolidated. Option D is incorrect because the introduction of cable television offered more channels, thus shrinking the viewership of major television networks.</p> <p>Back to Question</p>
26	012	C	<p>Option C is correct because students are most likely engaged by their peers, and the sound bite clearly conveys the excitement over the team winning the state tournament. Options A, B and D are incorrect because they convey factual information, not emotional. In addition, options A and B feature speakers who are not likely to engage the student audience, while option D contains a “why” of the story that should be included in the lead, not in a sound bite.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
27	013	A	<p>Option A is correct because CMYK process printing uses the same base colors all the time, making it a more cost-effective solution. CMYK is also the industry standard for printers. Option B is incorrect because using spot colors is more expensive than process inks because of the extra production costs involved in “washing up” and changing out the ink in the press. Option C is incorrect because the RGB color model is what a monitor uses and is not appropriate for print. Monitors show colors in RGB mode, but images are printed in CMYK format. Option D is incorrect because HSV describes the way color is created on a monitor, not in print.</p> <p>Back to Question</p>
28	013	A	<p>Option A is correct because even with fewer pages, ad revenue will keep coming in. The best coverage will be salvaged, as will the quality and integrity of the newspaper. Option B is incorrect because raising ad prices will drive some advertisers away, which will not help the financial standing of the newspaper. Option C is incorrect because assigning more students to collect ads will not necessarily result in more ads and will limit the time available for those students to complete journalistic writing. Option D is incorrect because donations are not a long-term solution for a newspaper. Although this option may work in the short-term, it is not the most effective course of action to keep the newspaper from shutting down.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
29	014	B	<p>Option B is correct because varied journalistic assignments will allow the students to experiment with different roles and learn a variety of necessary skills that will prepare them for their roles as staff members and editors. Option A is incorrect because job shadowing is usually a one-time event that will not provide students with the skills they need for their roles as staff members and editors. Option C is incorrect because the assignments in the textbook may not adequately prepare students with the skills they need for their roles as staff members and editors. Option D is incorrect because a research project on ethics and journalistic responsibilities is not enough to provide students with the skills they need for their roles as staff members and editors.</p> <p>Back to Question</p>
30	014	C	<p>Option C is correct because trips to workshops, camps or other outside activities are meant as a bonding experience for any yearbook staff. These kinds of trips give the staff an opportunity to partake in team-building activities, share ideas with one another and ultimately work toward the specific goal of coming away with a theme. Option A is incorrect because, although the theme will be decided in a timely manner, this option overlooks the other goal of the trip, which is to encourage students to work together. As such, option A is incomplete. Option B is incorrect because a camp is not an optimal location to assess student work. The goal here is for students to work through ideas and identify the best course of action, which will be negatively complicated by assessments. Option D is incorrect because, although it is beneficial for the students to compare their ideas with the ideas of staffs from other schools, the main purpose of the camp is to learn new techniques and come away with a theme. Engaging with other groups does not necessarily help the staff reach that goal.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
31	015	D	<p>Option D is correct because the best way to approach the issue is to invite the parents to see firsthand the educational value of the trip. In addition to allowing parents to understand what their children will be asked to do over the course of the year, the experience will be successful in getting parental support throughout the school year. Option A is incorrect because this practice is likely to alienate students. Also, the goal of the trip is to generate interest, not create barriers between students and their newspaper. Option B is incorrect because although parents may be able to voice their doubts, it will not help them understand the tasks involved in producing a newspaper or build their interest in it. Getting parent feedback is a good idea, but it does not fully solve the situation. Option C is incorrect because it fails to fully address the situation with parents, and it keeps students from enjoying a valuable experience.</p> <p>Back to Question</p>

Question Number	Competency Number	Correct Answer	Rationales
32	015	A	<p>Option A is correct because a distribution list is essential to any kind of distribution. The students will be able to sign off that they received a book, and the staff can keep track of who has picked up a book. This will also help in case of a discrepancy, or if a student has left the school or is absent on the day of distribution. Option B is incorrect because reserving the room and supplies should not be the first step in organizing distribution. The staff might later decide that the distribution will occur during a class period, so reserving the gym or cafeteria may not be necessary at all. Option C is incorrect because finding reinforcements should be one of the last steps in the distribution process. Other decisions must be made before assisting teachers and parents can be told of their roles. Option D is incorrect because, although looking through the book and taking time to enjoy the product is essential to any kind of creation and distribution process, it will not help a confused staff. Although this step may motivate the staff, enjoyment of the product will not bring clarity to the situation.</p> <p>Back to Question</p>

Preparation Resources

The resources listed below may help you prepare for the TExES test in this field. These preparation resources have been identified by content experts in the field to provide up-to-date information that relates to the field in general. You may wish to use current issues or editions to obtain information on specific topics for study and review.

JOURNALS

American Journalism Review, University of Maryland. <http://www.ajr.org>

Columbia Journalism Review, Columbia University. <http://www.cjr.org>

Communication: Journalism Education Today. Journalism Education Association. <http://jea.org/home/for-educators/cjet>

The Journal of Electronic Publishing, University of Michigan Press. <http://www.press.umich.edu/jep>

Journalism and Mass Communication Educator, Association for Education in Journalism and Mass Communication. <http://jmc.sagepub.com>

Journalism and Mass Communication Quarterly, Association for Education in Journalism and Mass Communication. <http://www.aejmc.org/home/publications/jmc-quarterly>

Quill & Scroll, International Honorary Society for High School Journalists. www.quillandscroll.org

OTHER RESOURCES

Black, J., Steele, B., and Barney, R. (1998). *Doing Ethics in Journalism: A Handbook with Case Studies*. Needham Heights, MA: Allyn & Bacon.

Burchfield, J., Jacobs, M., and Kokida, K. (2001). *Photography in Focus*, Fifth Edition. New York, NY: Glencoe/McGraw-Hill.

Ferguson, D. L., Patten, J., and Wilson, B. (2004). *Journalism Today!*, Sixth Edition. New York, NY: Glencoe/McGraw-Hill.

Gause, V. (2001). *A Beginner's Guide to Media Communications*. Lincolnwood, IL: National Textbook Company.

Goldstein, N. (Ed.) (1998). *The Associated Press Stylebook and Libel Manual*. Reading, MA: Addison-Wesley.

Hall, H. L. (2008). *High School Journalism*. New York, NY: The Rosen Publishing Group.

Hall, H. L. (2010). *Junior High Journalism*. New York, NY: The Rosen Publishing Group.

Hall, H. L., and Kennedy, L. (1991). *NSPA Yearbook Guidebook*. Minneapolis, MN: National Scholastic Press Association.

Klaiman, A. E. (1991). *Publishing the Literary Magazine*. Chicago, IL: National Textbook Company.

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- Law of the Student Press, Second Edition. (1994). Washington, D.C.: Student Press Law Center, Inc.
- Lewis, G. (1995). *Photojournalism: Content & Technique*, Second Edition. New York, NY: McGraw-Hill.
- Martindale, C. (1993). *Pluralizing Journalism Education: A Multicultural Handbook*. Westport, CT: Greenwood Press.
- Parker, R. C. (2003). *Looking Good in Print*, Third Edition. Phoenix, AZ: Paraglyph Press.
- Plopper, B. L. (1992). *The Problem-Solving Handbook for High School Journalism Advisers*. Iowa City, IA: Quill and Scroll Foundation, University of Iowa Press.
- Shoemaker, P., and Reese, S. (1996). *Mediating the Message: Theories of Influences on Mass Media Content*. White Plains, NY: Longman Publishers.
- Smith, H. F. (Ed.) (1996). *Springboard to Journalism*, Fifth Edition. New York, NY: Columbia Scholastic Advisers Association.
- Teeter, Jr., D. L., Le Duc, D. R., and Loving, B. (2004). *Law of Mass Communications: Freedom and Control of Print and Broadcast Media*, Eighth Edition. New York, NY: Foundation Press.
- Wulfemeyer, K. T. (2003). *Beginning Radio-TV Newswriting: A Self-Instructional Learning Experience*, Fourth Edition. Ames, IA: Iowa State University Press.

ONLINE RESOURCES

- American Society of News Editors (ASNE) — <http://www.asne.org>
- Asian American Journalists Association (AAJA) — <http://www.aaja.org>
- Association for Education in Journalism and Mass Communication (AEJMC) — <http://www.aejmc.org>
- Association of Texas Photography Instructors (ATPI) — <http://www.atpi.org>
- Columbia Scholastic Press Association (CSPA) — <http://www.columbia.edu/cu/cspa>
- Dow Jones News Fund Inc. (DJNF) — <https://www.newsfund.org>
- Interscholastic League Press Conference (ILPC) and University Interscholastic League (UIL) — <http://www.uiltexas.org/journalism/ilpc>
- Journalism Education Association (JEA) — <http://www.jea.org>
- National Association of Black Journalists (NABJ) — <http://www.nabj.org>
- National Association of Hispanic Journalists (NAHJ) — <http://www.nahj.org>
- National Press Photographers Association (NPPA) — <http://www.nppa.org>
- National Scholastic Press Association (NSPA) — <http://studentpress.org/nspa>

National Gallery of Art (NGA) —
https://images.nga.gov/en/page/show_home_page.html

National Council of Teachers of English (NCTE) — <http://www.ncte.org/>

Newseum, the Interactive Museum of News — <http://www.newseum.org>

ReadWriteThink — <http://readwritethink.ncte.org/newauthors/index.aspx>

Scholastic Journalism Resources — <http://www.asjmc.org/resources/scholastic/>

Student Press Law Center (SPLC) — <http://www.splc.org>

Texas Association of Journalism Educators (TAJE) — <http://www.TAJE.org>