<table>
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<tr>
<th>Competency</th>
<th>What it means</th>
<th>Some ways to acquire it</th>
<th>How to demonstrate it</th>
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| A. Recognize and fully understand the characteristics of news and what gives something news value | 1. Can identify the commonly used news criteria | a. Lectures  
b. Readings  
c. Exercises  
d. Reading newspapers | Class discussions  
Quizzes & Exams  
Written news stories |
| | 2. Can explain how reporters and editors apply these criteria to judge potential news stories | a. Lectures  
b. Readings  
c. Exercises  
d. Reading newspapers | Class discussions  
Quizzes & Exams  
Written news stories |
| | 3. Can analyze an event for its news value | a. Lectures  
b. Readings  
c. Exercises  
d. Reading newspapers | Class discussions  
Quizzes & Exams  
Written news stories |
| | 4. Can generate story ideas that have significant news value/interest | a. Class discussions of potential stories  
b. Analyzing news value of published stories  
c. Reading newspapers & magazines; watching TV news  
d. Small-group discussions  
e. Exercises | Generating useable story ideas |
| B. Be capable of basic information-gathering techniques, including interviewing | 1. Can use basic reference materials that reporters rely on regularly: dictionary, almanac, atlas, telephone directory, government manuals as well as specific online resources | a. Lectures  
b. Readings  
c. Exercises  
d. In-class use of reference works | Quizzes & Exams  
Written news stories |
| | 2. Are familiar with meeting agendas and basic public records and reports (police and fire records, planning & zoning records) and where to find them | a. Lectures  
b. Exercises | Quizzes & Exams  
Written news stories |
| | 3. Are familiar with how a community functions (institutions, agencies, offices, funding processes, lines of authority) | a. Lectures  
b. Readings  
c. Exercises  
d. Class discussions | Quizzes & Exams  
Written news stories |
| 4. Can prepare appropriate questions, supported by background research | a. Lectures  
b. Readings  
c. Class discussions  
d. Practice interviews | Quizzes & Exams  
Written generating questions for specific interviews |
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<td>5. Can conduct a basic face-to-face interview</td>
<td>a. Practice interviews</td>
<td>Writing stories with thorough information based on personal interviews</td>
</tr>
<tr>
<td>6. Can ask follow-up questions based on responses</td>
<td>a. Practice interviews</td>
<td>Writing stories with thorough information based on personal interviews</td>
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| 7. Can take notes proficiently | a. Taking notes in class  
b. In-class instruction on skills  
c. Attending public events to practice note-taking | Writing accurate stories using one's own notes |
| **C. Be able to write basic news stories that are publishable** | | |
| 1. Can write publishable basic news stories including meetings, speeches/lectures/press conferences, accidents/fires/crimes, obituaries | a. In-class instruction  
b. Exercises  
c. Reading  
d. Reporting on a campus event | Written news stories |
| 2. Can correctly use the terminology/jargon that applies to each type of story | a. Reading  
b. Lectures  
c. Class discussions | Quizzes and exams  
Class discussions |
| 3. Can write a proper summary lead for a news story | a. Instruction  
b. Exercises  
c. Reading text  
d. Reading & analyzing published stories | Lead-writing assignments  
Written news stories  
Quizzes and exams |
| 4. Can properly organize and write an inverted pyramid news story | a. Instruction  
b. Exercises  
c. Reading text  
d. Reading & analyzing published stories | Written news stories  
Quizzes and exams |
| 5. Are familiar with other lead styles, including delayed, descriptive and anecdotal | a. Instruction  
b. Exercises  
c. Reading text  
d. Reading & analyzing published stories | Stories written with alternative lead styles |
| 6. Are familiar with other ways of structuring news stories, including chronological and combination structures | a. Instruction  
b. Exercises  
c. Reading text  
d. Reading & analyzing published stories | Stories written with non-inverted-pyramid structure |
| 7. Can exercise news judgment by including all necessary details in a story | a. In-class instruction  
b. Reading text  
c. Analyzing published stories  
d. Reviewing news criteria | Writing publishable stories |
|---|---|---|
| 8. recognize when to quote a source directly and when to paraphrase | a. In-class instruction  
b. Reading text  
c. Analyzing published stories  
d. Exercises | Quizzes and exams  
Writing publishable stories |
| 9. Can properly present direct quotes and paraphrases, including punctuation and attribution | a. In-class instruction  
b. Reading text  
c. Analyzing published stories  
d. Exercises | Quizzes and exams  
Writing publishable stories |
| 10. Be able to write a publishable story on a computer and under deadline | a. Skills developed during semester | Final Exam Story: can write a publishable story of 750-1,000 words about a basic news event in an hour, with no basic style errors |
| D. Be able to use a stylebook and apply basic newspaper style rules | 1. Written stories contain no basic style rule errors | Quizzes and exams  
Writing publishable stories |
| | 2. Can use the AP Stylebook as a reference tool in order to present information in the proper form | Quizzes and exams  
Writing exercises  
Stories  
Final Exam  
Final Exam Story |
| E. Be familiar with basic journalism terminology | 1. Are familiar with the basic jargon of reporting and can communicate effectively with a reporter or editor about stories | Quizzes and exams  
Class discussions |
| F. Be able to articulate the similarities and differences between reporting and writing news for print, | 1. Can explain the differences between writing for reading and writing for speaking; and | Quizzes and exams  
Writing a basic news story for broadcast |
<table>
<thead>
<tr>
<th>broadcast and online, and writing for public relations</th>
<th>can condense a fully developed print story into a usable broadcast story</th>
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<td>2. Can explain the differences between writing to inform and writing to persuade; and can write a usable press release</td>
<td>a. Reading text b. Lectures c. Class discussions d. Exercises</td>
<td>Quizzes and exams Writing a basic press release</td>
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G. Have been introduced to libel and basic ethical issues faced by reporters

| 1. Can define libel and demonstrate a familiarity with defenses against a libel suit | a. Reading text b. Lectures | Quizzes and exams |
| 2. Can demonstrate a familiarity with ethical violations that reporters might commit, including fabrication, misrepresentation, staging, conflict of interest and improper use of anonymous sources | a. Reading text b. Lectures | Quizzes and exams |