



TE_xES | Texas Examinations of Educator Standards

Preparation Manual



156 Journalism 8–12

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PREFACE

The State Board for Educator Certification (SBEC) has developed new standards for Texas educators that delineate what the beginning educator should know and be able to do. These standards, which are based on the state-required curriculum for students—the Texas Essential Knowledge and Skills (TEKS)—form the basis for new Texas Examinations of Educator Standards (TExES™). This initiative will affect all areas of Texas education—from the more than 100 approved Texas educator preparation programs to the more than 7,000 Texas school campuses. This standards-based system reflects the SBEC's commitment to help align Texas education from kindergarten through college. The SBEC's role in this K–16 initiative will ensure that newly certified Texas teachers have the essential knowledge and skills to teach the TEKS to the state's public school students.

This manual is designed to help examinees prepare for the new TExES test in this field. Its purpose is to familiarize examinees with the competencies to be tested, test item formats, and pertinent study resources. Educator preparation program staff may also find this information useful as they help examinees prepare for careers as Texas educators.

If you have any questions after reading this preparation manual or you would like additional information about the new TExES tests or the educator standards, please visit the SBEC Web site at www.sbec.state.tx.us.

KEY FEATURES OF THE MANUAL

List of competencies that will be tested

Strategies for answering test items

Sample test items and answer key

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SECTION I

THE NEW TExES TESTS FOR TEXAS TEACHERS

As required by the Texas Education Code §21.048, successful performance on educator certification examinations is required for the issuance of a Texas educator certificate. Each TExES test is a criterion-referenced examination designed to measure the knowledge and skills delineated in the corresponding TExES test framework. Each test framework is based on standards that were developed by Texas educators and other education stakeholders.

Each newly developed TExES test is designed to measure the requisite knowledge and skills that an entry-level educator in this field in Texas public schools must possess. The tests include both individual, or stand-alone, test items (questions) and items that are arranged in clustered sets based on real-world situations faced by educators.

Development of the New TExES Tests

Committees of Texas educators and interested citizens guide the development of the new TExES tests by participating in each stage of the test development process. These working committees comprise Texas educators from public and charter schools, faculty from educator preparation programs, education service center staff, representatives from professional educator organizations, content experts, and members of the business community. The committees are balanced in terms of position, affiliation, years of experience, ethnicity, gender, and geographical location. The committee membership is rotated during the development process so that numerous Texas stakeholders may be actively involved. The steps in the process to develop the TExES tests are described below.

1. **Develop Standards.** Committees are established to recommend what the beginning educator should know and be able to do. Using the Texas Essential Knowledge and Skills (TEKS) as a focal point, draft standards are prepared to define the knowledge and skills required of the beginning educator.
2. **Review Standards.** Committees review and revise the draft standards. The revised draft standards are then placed on the SBEC Web site for public review and comment. These comments are used to prepare a final draft of the standards that will be presented to the SBEC Board for discussion, the State Board of Education (SBOE) for review and comment, and the SBEC Board for approval. Standards not based specifically on the TEKS, such as those for librarians and counselors, are proposed as rule by the SBEC Board; sent to the SBOE for its 90-day review; and, if not rejected by the SBOE, adopted by the SBEC Board.
3. **Develop Test Frameworks.** Committees review draft test frameworks that are based on the standards. These frameworks outline the specific competencies to be measured on the new TExES tests. The TExES competencies represent the critical components of the standards that can be measured with either a pencil-and-paper-based or computer-based examination, as appropriate. Draft frameworks are not finalized until after the standards are approved and the job analysis/content validation survey (see #4) is complete.

4. **Conduct Job Analysis/Content Validation Surveys.** A representative sample of Texas educators who practice in or prepare individuals for each of the fields for which an educator certificate has been proposed are surveyed to determine the relative job importance of each competency outlined in the test framework for that content area. Frameworks are revised as needed following an analysis of the survey responses.
5. **Develop and Review New Test Items.** The test contractor develops draft items that are designed to measure the competencies described in the test framework. Committees review the newly developed test items that have been written to reflect the competencies in the new test frameworks. Committee members scrutinize the draft items for appropriateness of content and difficulty; clarity; match to the competencies; and potential ethnic, gender, and regional bias.
6. **Conduct Pilot Test of New Test Items.** All of the newly developed test items that have been deemed acceptable by the item review committees are then administered to an appropriate sample of candidates for certification.
7. **Review Pilot Test Data.** Pilot test results are reviewed to ensure that the test items are valid, reliable, and free from bias.
8. **Administer New TExES Tests.** New TExES tests are constructed to reflect the competencies, and the tests are administered to candidates for certification.
9. **Set Passing Standard.** A Standard Setting Committee convenes to review performance data from the initial administration of each new TExES test and to recommend a final passing standard for that test. The SBEC considers this recommendation as it establishes a passing score on the test.

Taking the TExES Test and Receiving Scores

Please refer to the current TExES registration bulletin for information on test dates, sites, fees, registration procedures, and policies.

You will be mailed a score report approximately four weeks after each test you take. The report will indicate whether you have passed the test and will include:

- a total test *scaled* score. Scaled scores are reported to allow for the comparison of scores on the same content-area test taken on different test administration dates. The total scaled score is not the percentage of items answered correctly and is not determined by averaging the number of questions answered correctly in each domain.
 - For all TExES tests, the score scale is 100–300 with a scaled score of 240 as the minimum passing score. This score represents the minimum level of competency required to be an entry-level educator in this field in Texas public schools.
- your performance in the major content domains of the test and in the specific content competencies of the test.
 - This information may be useful in identifying strengths and weaknesses in your content preparation and can be used for further study or for preparing to retake the test.
- information to help you understand the score scale and interpret your results.

You will not receive a score report if you are absent or choose to cancel your score.

Additionally, unofficial score report information will be posted on the Internet on the score report date of each test administration. Information about receiving unofficial scores on the Internet, the score scale, and other score report topics may be found on the SBEC Web site at www.sbec.state.tx.us.

Educator Standards

Complete, approved educator standards are posted on the SBEC Web site at www.sbec.state.tx.us.

SECTION II

USING THE TEST FRAMEWORK

The Texas Examination of Educator Standards (TExES) test measures the content knowledge required of an entry-level educator in this field in Texas public schools. This manual is designed to guide your preparation by helping you become familiar with the material to be covered on the test.

When preparing for this test, you should focus on the competencies and descriptive statements, which delineate the content that is eligible for testing. A portion of the content is represented in the sample items that are included in this manual. These test questions represent only a *sample* of items. Thus, your test preparation should focus on the complete content eligible for testing, as specified in the competencies and descriptive statements.

Organization of the TExES Test Framework

The test framework is based on the educator standards for this field.

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:

1. 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, and
2. the *descriptive statements*, which describe in greater detail the knowledge and skills eligible for testing.

The educator standards being assessed within each domain are listed for reference at the beginning of the test framework, which begins on page 8. These are then followed by a complete set of the framework's competencies and descriptive statements.

An example of a competency and its accompanying descriptive statements is provided on the next page.

Sample Competency and Descriptive Statements

Journalism 8–12

Competency:

The teacher understands the historical development of journalism in the United States.

Descriptive Statements:

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, 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., Johann 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 U.S. scholastic press freedom.

Studying for the TExES Test

The following steps may be helpful in preparing for the TExES test.

1. Identify the information the test will cover by reading through the test competencies (see the following pages in this section). *Within each domain* of this TExES test, each competency will receive approximately equal coverage.
2. Read each competency with its descriptive statements in order to get a more specific idea of the knowledge you will be required to demonstrate on the test. You may wish to use this review of the competencies to set priorities for your study time.
3. Review the "Preparation Resources" section of this manual for possible resources to consult. Also, compile key materials from your preparation coursework that are aligned with the competencies.
4. Study this manual for approaches to taking the TExES test.
5. When using resources, concentrate on the key ideas and important concepts that are discussed in the competencies and descriptive statements.

NOTE: This preparation manual is the only TExES test study material endorsed by the SBEC for this field. Other preparation materials may not accurately reflect the content of the test or the policies and procedures of the TExES program.

TEST FRAMEWORK FOR FIELD 156: JOURNALISM 8–12

Domain I Mass Media and Communication
(approximately 27% of the test)

Standards Assessed:

Journalism 8–12 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 8–12 Standard II:

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

Domain II Journalistic Writing and Photojournalism
(approximately 33% of the test)

Standards Assessed:

Journalism 8–12 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 8–12 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 8–12 Standard VI:

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

Domain III Student-Produced Media
(approximately 20% of the test)

Standards Assessed:

Journalism 8–12 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 8–12 Standard VII:

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

**Domain IV Journalism in the School Community
(approximately 20% of the test)**

Standards Assessed:

Journalism 8–12 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 8–12 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.

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, 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., Johann 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 U.S. scholastic press freedom.

Competency 002

The teacher understands the role of mass media in society.

The beginning teacher:

- Knows the four functions of mass communications (i.e., transmit culture, inform, persuade, entertain).
- Recognizes full and fair media coverage and understands how different types of media and media techniques can shape or distort media messages.
- Analyzes ways in which business and other factors influence contemporary journalism.
- Analyzes the role and significance of online journalism in contemporary society.
- Knows how to teach students about the ways in which print and non-print 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 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:

- Applies skills and criteria for analyzing and evaluating mass media messages.
- Provides students with learning experiences that enable them to be critical, informed consumers of mass media.
- Applies analytical and critical evaluation skills to journalistic communication in a variety of media, including online journalism.
- 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:

- Knows the rights and responsibilities of a free and responsible press in a democratic society and distinguishes between responsible and irresponsible media action.
- 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).
- 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.
- Analyzes legal and ethical considerations that affect journalism and legal and ethical issues confronting contemporary journalists in a diverse society.
- Knows the ways in which laws for print, broadcast, and online journalism differ and analyzes reasons for these differences.
- 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.
- 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:

- 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.
- Applies criteria (e.g., bias, authoritativeness) for selecting and evaluating the credibility of information sources, including online sources.
- Knows procedures for identifying relevant issues and events to cover (e.g., analyzing a publication's purpose and the interests and needs of the readership, evaluating newsworthiness) and recognizes the importance of addressing and being responsive to diversity in student publications.
- 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.
- Recognizes ethical issues and standards relevant to gathering information for student publications, including procedures for avoiding plagiarism.
- 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.
- 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:

- 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.
- Understands roles and audiences of different types of publications, including student publications.
- 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.
- 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.
- 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).
- 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:

- Knows how to teach students to recognize the journalistic styles of different types of media (e.g., print, broadcast, online).
- 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.
- 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.
- Knows how to teach students about the role and uses of a stylebook in ensuring consistency within journalistic publications.
- 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.
- 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).
- 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:

- Recognizes the role and history of photography in journalistic communication.
- Analyzes events and trends in the development of contemporary photography and photojournalism, including the uses and effects of electronic technology, digital imaging, and scanning.
- Knows the legal and ethical issues and guidelines in photojournalism (e.g., manipulation of images, invasion of privacy, copyright).
- Knows the parts of cameras (e.g., film, digital, video) and their functions and the types and applications of media commonly used in journalism.
- 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:

- Knows ways of teaching that will develop students' ability to plan, prepare, and produce images for journalistic products reflecting a diverse population.
- 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.
- Knows how to teach students procedures for taking, developing, and printing photographs (e.g., selecting film, using and manipulating lighting, using manual camera controls, applying principles of composition, processing photographic images, applying darkroom techniques, using darkroom chemicals safely, cropping and scaling photographs).
- Knows how to teach students the procedures for digital imaging and scanning and procedures for using available technologies to manipulate images.
- Knows how to teach students techniques for creating aesthetically pleasing images using various types of composition (e.g., rule of thirds, leading lines).
- 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:

- 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.
- 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.
- Knows the design and format features of different types of student publications (e.g., yearbook, newspaper) and related terminology (e.g., signature, dummymyng, ladder).
- 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).
- Understands basic rules, techniques, and applications of publication design (e.g., bumping heads, 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.
- 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.

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:

- 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.
- 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.
- Knows how to teach students about the types and characteristics of pages and spread design (e.g., modular, columnar) and the criteria to apply when analyzing and evaluating visual presentations in student publications.
- Knows how to teach students to design an advertisement for a particular audience.
- Knows how to teach students the use of typography in publication design and the criteria for selecting appropriate typography for various presentations.
- 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:

- Knows the historical development of broadcasting and the significance of the growth of nonprint media for journalism.
- Analyzes the impact of broadcast media (e.g., radio, television) on society.
- Analyzes ways in which nonprint journalism is similar to and differs from print journalism.
- Understands principles and procedures for determining the content of news broadcasts, writing effective broadcast scripts, and presenting information for broadcasts, including use of effective speaking skills.
- Knows the roles of various personnel (e.g., producers, station managers, technical directors, news anchors) in broadcast journalism.
- Knows how to teach students to develop skills in creating, editing, and presenting effective broadcast journalism products.
- 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.
- Knows how to teach students about the technical elements and procedures (e.g., cutaways, voiceovers, transitions) in broadcast production used to create and deliver news.
- Knows how to teach students to apply criteria for evaluating broadcast journalism products (e.g., news reports, interviews).

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:

- Applies business management skills and procedures for financing and distributing student publications and understands methods of funding publications (e.g., advertisements, subscriptions, government grants).
- Knows procedures for creating business plans and implementing financial plans to support student publications, including methods for selling student publications and advertising.
- 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.
- 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).
- Analyzes the relationship between advertising and mass media planning and financing.
- Knows how to teach students the types of advertising (e.g., classified, display, public service), and 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.
- 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:

- Recognizes the roles and responsibilities of individuals involved in creating and distributing journalistic products (e.g., editor, advisor).
- Analyzes ways in which students' active engagement in journalistic products can promote development of organizational, collaborative, and leadership skills.
- Knows how to use students' experiences in journalism to develop a broad range of students' skills (e.g., problem solving, decision making, critical thinking, team building, leadership, collaboration, organization, self-management, product evaluation, self-evaluation, working within time constraints).
- Knows how to provide opportunities for students to work cooperatively as a staff, share ideas, and take direction.
- 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).
- 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.

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:

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

SECTION III

APPROACHES TO ANSWERING MULTIPLE-CHOICE ITEMS

The purpose of this section is to describe multiple-choice item formats that you will see on the TExES test in this field and to suggest possible ways to approach thinking about and answering the multiple-choice items. However, these approaches are not intended to replace familiar test-taking strategies with which you are already comfortable and that work for you.

The Journalism 8–12 test is designed to include 80 scorable multiple-choice items and approximately 10 nonscorable items. Your final scaled score will be based only on scorable items. The nonscorable multiple-choice items are pilot tested by including them in the test in order to collect information about how these items will perform under actual testing conditions. Nonscorable test items are not considered in calculating your score, and they are not identified on the test.

All multiple-choice items on this test are designed to assess your knowledge of the content described in the test framework. The multiple-choice items assess your ability to recall factual information **and** to think critically about the information, analyze it, consider it carefully, compare it with other knowledge you have, or make a judgment about it.

When you are ready to respond to a multiple-choice item, you must choose one of four *answer choices* labeled A, B, C, and D. Then you must mark your choice on a separate answer sheet.

Item Formats

You may see the following two types of multiple-choice items on the test.

- Single items
- Items with stimulus material

You may have one or more items related to a single stimulus. When you have at least two items related to a single stimulus, the group of items is called a cluster. After the last item of a cluster, you will see the graphic illustrated below.



This graphic is used to separate these clustered items related to specific stimulus material from other items that follow.

On the following pages, you will find descriptions of these commonly used item formats, along with suggested approaches for responding to each type of item. In the actual testing situation, you may mark the test items and/or write in the margins of your test booklet, **but your final responses must be indicated on the answer sheet provided.**

SINGLE ITEMS

In the single-item format, a problem is presented as a direct question or an incomplete statement, and four answer choices appear below the item. The following item is an example of this type. It tests knowledge of Journalism 8–12 competency 007: *The teacher understands methods for developing students' ability to use journalistic writing and editing to create journalistic products.*

Students in a ninth-grade journalism class are drafting editorials that address an issue about which they feel strongly. One student has particular difficulty in 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 freewrite 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 item carefully and critically. Think about what it is asking and the situation it is describing. Eliminate any obviously wrong answer choices, select the correct answer, and mark it on your answer sheet.

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.

Option B suggests that the teacher should advise the student to freewrite and then reorganize his ideas in a logical sequence. Freewriting, 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.

ITEMS WITH STIMULUS MATERIAL

Some items are preceded by stimulus material that relates to the items. Some types of stimulus material included on the test are reading passages, graphics, tables, or a combination of these. In such cases, you will generally be given information followed by an event to analyze, a problem to solve, or a decision to make.

One or more items may be related to a single stimulus. You can use several different approaches to respond to these types of items. Some commonly used approaches are listed below.

Strategy 1 Skim the stimulus material to understand its purpose, its arrangement, and/or its content, then read the item and refer again to the stimulus material to verify the correct answer.

Strategy 2 Read the item *before* considering the stimulus material. The content of the item will help you identify the purpose of the stimulus material and locate the information you need to respond to the item.

Strategy 3 Use a combination of both strategies: apply the "read the stimulus first" strategy with shorter, more familiar stimuli and the "read the item first" strategy with longer, more complex, or less familiar stimuli. You can experiment with the sample items 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 item, you should read it carefully and critically. You may want to underline its important points to help you respond to the item.

As you consider items set in educational contexts, try to use the teacher's point of view to respond to the items that accompany the stimulus. Be sure to consider the items in terms of only the information provided in the stimulus—not in terms of specific situations or individuals you may have encountered.

Suggested Approach

First read the stimulus (a brief description of a series of articles planned for a student newspaper).

Use the information below to answer the three questions that follow.

Following the injury of two high school students in an alcohol-related automobile accident over the summer, the newspaper staff of the *Sexton Star* plans a series on teenage driving. The series will include a student survey on underage drinking.

Now you are ready to respond to the item or items associated with this stimulus. The item below tests knowledge of Journalism 8–12 competency 015: *The teacher understands methods for advising and mentoring students and ways of working collaboratively with others in the school and community.*

Because the planned survey may be controversial, the faculty advisor of the newspaper should meet with the *Star's* editors to advise them in which of the following ways?

- A. Remind them that the Supreme Court decision in *Hazelwood School District v. Kuhlmeier* gives school administrators the right to cancel any story they find unacceptable.
 - B. Suggest that they schedule an appointment with the school principal to explain their plans for the survey.
 - C. Remind them of their absolute right under the First Amendment to publish responsible journalism without censorship.
 - D. Suggest that they obtain legal advice about publishing information about an activity that is illegal in the state of Texas.
-

Consider carefully the information presented in the stimulus about the series of related pieces planned for the student newspaper, the *Sexton Star*, then read the first item, which asks you to identify the way in which the faculty advisor should meet with the *Star's* editors in light of the controversial nature of the planned survey. Recall that the student survey will address underage drinking and that the series will address teenage driving as a follow-up to an alcohol-related automobile accident that injured two high school students. This means that a student survey on an illegal activity is planned for the newspaper, and it also implies that newspaper staff may analyze the relationship between teenage drinking and automobile accidents. Now look at the answer choices and consider which of them accurately describes the best way to advise the staff in light of these factors.

Option A suggests that the advisor should remind students that the *Hazelwood School District v. Kuhlmeier* decision gives school administrators the right to cancel any story they find unacceptable. Although the Supreme Court ruling in the Hazelwood case gave school administrators more control over school-sponsored publications, it also reaffirmed an earlier standard established in the Tinker case, which extends the constitutional right of freedom of speech or expression to public school students and teachers. The Hazelwood case, involving censorship of stories about teen pregnancy and the effects of divorce, clarified that school administrators *may* censor stories if the decision to censor is "reasonably related to legitimate pedagogical concerns"; however, the case does not give school administrators the absolute right to cancel any story they find unacceptable. Option A is not the best response to this item.

Option B suggests that the staff of the *Star* should be advised to schedule an appointment with the school principal to explain their plans for the survey. Given the controversial nature of the series and the possibility that some students may admit on the survey to underage drinking, this is indeed the best way to proceed. This way reflects a collaborative approach based on sound judgment. A meeting between the newspaper staff and the school principal would allow staff members to explain what material they plan to include and how they plan to present it. It would also allow the principal to explain any concerns, legal or otherwise, he or she might have. Option B accurately describes an appropriate and equitable recommendation for the faculty advisor to make to the staff of the *Star* in order to address any concerns or conflicts that are likely to arise. Option B may be the best response to this item.

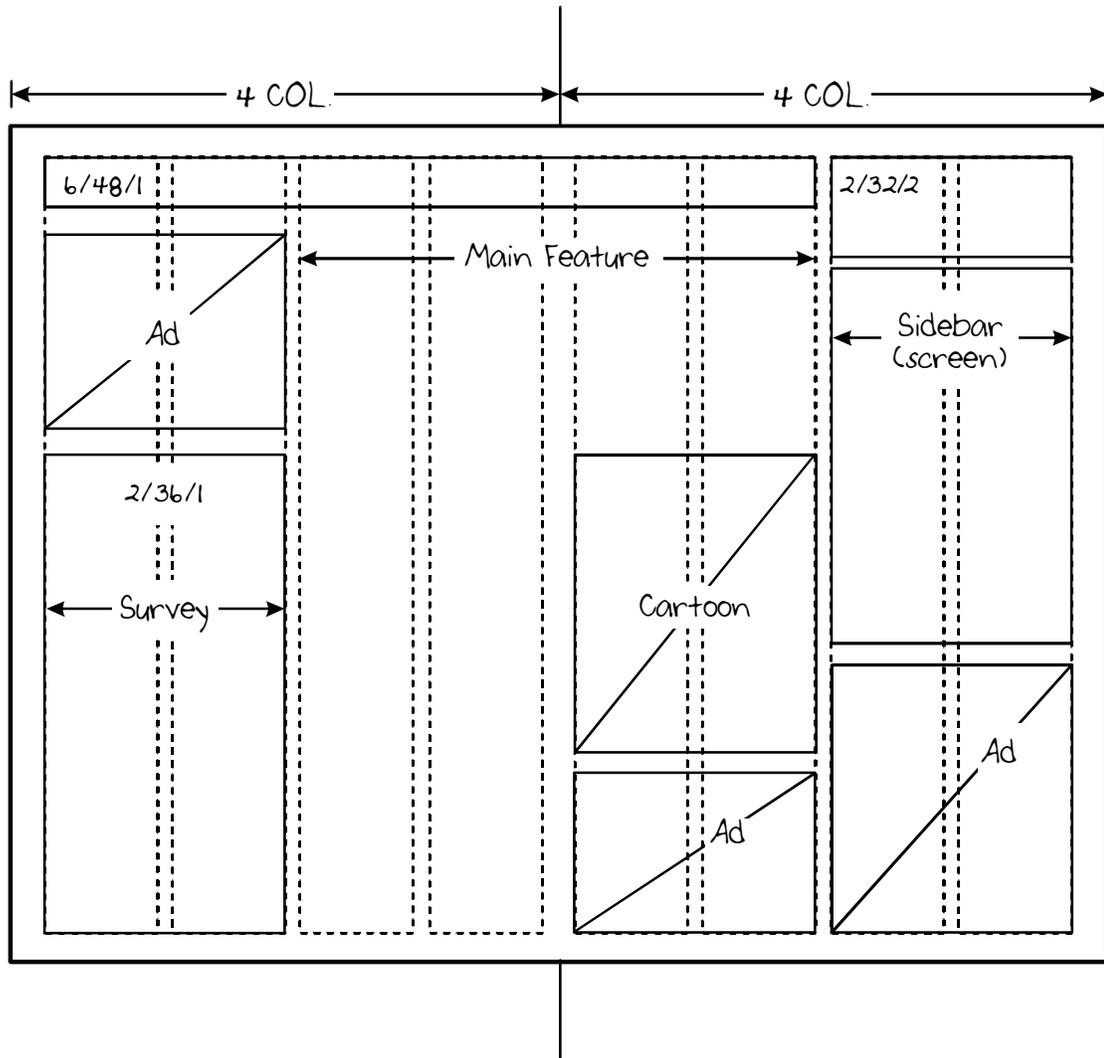
Option C suggests that the advisor should remind students of their absolute right under the First Amendment to publish responsible journalism without censorship. Again, as stated above, there is no *absolute* right either to publish or to censor school-sponsored publications. A variety of factors affect this issue, such as what constitutes responsible journalism, whether a student publication is a "public forum for expression," and whether a story contains obscene language or violates an individual's right to privacy. Option C may be eliminated as the best response to this item.

Option D suggests that the staff of the *Star* should seek legal advice about publishing information about an activity that is illegal. This recommendation would be ill-advised for several reasons, including the fact that it would be unnecessary in the planning stages of the survey and that writing about illegal activity occurs often in journalism. Also, while newspaper staff members might need to seek legal advice in response to a challenge by the school administration, they are unlikely to initiate a controversy themselves. Option D may be eliminated as the best response this item.

Of the alternatives offered, option B suggests the best and most practical way to advise student newspaper staff in this situation. Therefore, the correct response is option B.

Now you are ready to respond to the next item. The item below tests knowledge of Journalism 8–12 competency 011: *The teacher understands methods for developing students' ability to use publication design skills to create effective, aesthetically pleasing student publications.*

Before producing a final layout, the *Star's* editors show the advisor the following draft two-page spread for the series package.



Which of the following recommendations reflects the best use of accepted principles of publication design to improve the two-page spread for the series in the *Sexton Star*?

- A. Create more white space by positioning the cartoon more centrally.
- B. Strive for a more horizontal effect by resetting the sidebar across six columns.
- C. Increase uniformity by making the point size of the sidebar headline and the main headline the same size.
- D. Create better emphasis by reversing the positions of the ad and the survey on the left-hand page.

Consider carefully the information presented in the introductory stimulus as well as the information presented in the stimulus for this second item, which is a draft or mock-up of a two-page spread for the planned series package. Read and reflect on the second item, which asks for the recommendation that reflects the best use of accepted principles of publication design to improve the two-page layout.

Option A suggests creating more white space by positioning the cartoon more centrally. However, moving the cartoon to the center of the spread would mean running it across the gutter or crease between the two pages, which violates a basic rule of publication design. The cartoon would most likely become difficult to read and would interfere with the structure and flow of the main feature. Also, it is not desirable to create more white space in a newspaper spread of related package elements such as the one presented. Option A is not the best response to this item.

Option B suggests striving for a more horizontal effect by resetting the sidebar article across six columns. Given the short length of the sidebar story indicated by the layout design, this would not be appropriate, since there is not enough copy for six columns. Even if there were sufficient copy, running the story across six columns would again necessitate crossing the gutter of the two-page spread. Option B may be eliminated as the best response to this item.

Option C suggests increasing uniformity by making the sidebar headline and the main headline the same point size. This would result in "bumping headlines," which refers to placing two headlines, both set in the same type size, side by side. The headlines are likely to be read as one, confusing readers. Option C may be eliminated as the best response to this item.

Option D suggests creating better emphasis by reversing the positions of the ad and the survey on the left-hand page. A key principle in publication design is to draw the reader's eyes to dominant elements by placing them prominently on a page. Given the current layout, a reader's eyes would be drawn to the ad placed above the survey before being drawn to the survey itself. By reversing the positions of the ad and the survey on the left-hand page, the survey becomes the important and dominant element, thus creating better emphasis. Option D reflects the best use of accepted principles of publication design to improve the draft two-page spread, and it is the best response to this item.

Of the alternatives offered, only option D reflects the best use of accepted principles of publication design and would improve the aesthetic appeal of the page and the effectiveness with which package elements are presented. Therefore, the correct response is option D.

Now you are ready to respond to the next item. The item below tests knowledge of Journalism 8–12 competency 004: *The teacher understands and applies knowledge of legal and ethical principles relevant to journalistic media.*

A week later, as the *Star* prepares to go to press, a staff member produces an editorial cartoon from the Internet that the editorial team agrees illustrates the feature article better than the original art drawn by the *Star's* cartoonist. In this situation, which of the following advisor recommendations would best allow students to act in accordance with legal and ethical principles?

- A. Run the original cartoon art since there is insufficient time to research and request copyright release for the downloaded cartoon.
 - B. Run the downloaded cartoon without a credit, but with a pending copyright notice for the next edition.
 - C. Run the downloaded cartoon with a credit to the Web site and apply for copyright release retroactively.
 - D. Modify the original cartoon art so that it resembles the downloaded cartoon.
-

Consider carefully the information presented in the introductory stimulus, then read and reflect on the third item, which describes a situation in which an editorial cartoon from the Internet illustrates a feature article on teenage driving better than an original cartoon drawn by the *Star's* student cartoonist. The item then asks which action in the context of this situation is in accordance with legal and ethical principles.

Option A suggests running the original cartoon art since there is insufficient time to research and request copyright release for the Internet cartoon. This is indeed the most acceptable recommendation, one which conforms to ethical principles and legal guidelines regarding published material that may be copyrighted. Internet material is considered published material and is often copyrighted; the material is not considered public domain simply because it is found online. Copyright laws protect authors, artists, and photographers from having their works used by unauthorized sources, including student journalists. Determining whether artwork or written material is copyrighted, in addition to seeking permission to use copyrighted material, is time-consuming and would be impossible to accomplish just before going to press. Using the original art drawn by the *Star's* cartoonist is a legally sound option given the time constraints. Option A may be the best response to this item.

Option B suggests running the downloaded cartoon without a credit but with a pending copyright notice for the next edition. However, publishing a cartoon that may be copyrighted, with or without a credit, is a potential violation of copyright law. Option B may be eliminated as the best response to this item.

Option C suggests running the downloaded cartoon, crediting the Web site, and applying for copyright release retroactively. Again, this constitutes a potential violation of copyright law because a release must be secured prior to publication, and the Web site may not be the actual copyright holder. Option C may be eliminated as the best response to this item.

Option D suggests modifying the original cartoon art so that it resembles the downloaded cartoon. This too is an unacceptable practice. Reproducing parts of a copyrighted image without permission is unethical and potentially illegal because it constitutes unauthorized use of another person's work and representation of that work as newly created. Option D is not the best response to this item.

Of the alternatives offered, only option A conforms to accepted legal and ethical principles of publishing. Therefore, the correct response is option A.

SECTION IV

SAMPLE ITEMS

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

An answer key follows the sample items. The answer key lists the item number and correct answer for each sample test item. Please note that the answer key also lists the competency assessed by each item and that the sample items are not necessarily presented in competency order.

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

Journalism 8–12

Competency 001

1. Which of the following best defines the significance of the 1969 Supreme Court ruling in *Tinker v. Des Moines* for the development of scholastic press freedom for U.S. students?
 - A. It established the local school community as the standard-setting authority for defining content to be included in a school-sponsored student publication.
 - B. It imposed limits on scholastic press freedom by ruling that school-sponsored publications may not invade a person's privacy by public comment, criticism, or ridicule.
 - C. It clarified that the constitutional right to freedom of speech and expression that is guaranteed to adult citizens also extends to students in public high schools.
 - D. It gave public high school administrators power to restrict student speech and expression, provided they had a "valid educational purpose."

Competency 003

2. In a journalism class, students and their teacher discuss the role of audiences who view, read, listen to, and use commercial mass media. Which of the following is an important principle that applies to virtually all mass media audiences that students should recognize?
 - A. Audiences are important to the mass media primarily because their attention is sold to advertisers, who provide the bulk of revenues to media companies.
 - B. The larger the audience, the greater the degree of audience control over decisions regarding the format and content of mass media presentations.
 - C. Audiences are important to the mass media primarily because they act as the gatekeepers for the information that flows to and from the media.
 - D. All types of mass media desire a diverse audience, so mass media marketing strategies target all age groups with the same messages.

Competency 005

3. Which of the following teaching strategies is likely to most effectively help high school students avoid plagiarism and develop sound journalistic skills for gathering information from online sources?
 - A. Remind students that teachers are aware of and have easy access to Internet "term paper mills" and similar Web sites.
 - B. Require detailed, annotated bibliographies of all sources used for research, whether or not this information is included in students' final drafts.
 - C. Monitor student work by uploading drafts to plagiarism detection Web sites such as Turnitin.com and notify students when plagiarism is detected.
 - D. Define the difference between plagiarism and poor handling of sources, emphasizing correct procedures for quoting, paraphrasing, and citing information.

Competency 006

4. Which of the following best describes why a student publication characterized by color, sophisticated graphics, dynamic photographs, and interesting ways of presenting information is likely to be successful in connecting with its audience?
 - A. It satisfies its audience's desire for the sensationalized images and stories produced by the tabloid media.
 - B. It mimics the characteristics and style of national publications and newspapers such as *USA Today*.
 - C. It reflects the lifestyle of its readers, who live in a fast-paced, digital world of moving images.
 - D. It represents a notable departure from the types of media that students usually read, view, and use.

Competency 007

5. The inverted pyramid style of news writing is characterized by its:
 - A. use of intransitive verbs and the passive voice to indicate objectivity.
 - B. chronological ordering of the facts of the story from the past to the present.
 - C. presentation of facts in order from most important to least important.
 - D. reliance on the narrative techniques of dialogue and characterization.

Competency 008

6. Which of the following actions involving the manipulation of an image used in a news publication is most likely to be considered an ethical violation?
 - A. including in the cutline a brief explanation of the special effects or techniques used to create a photo-illustration of a fireworks display
 - B. digitally altering a photo of a city skyline by removing smog and adding blue color to the sky without noting this in the cutline
 - C. using dodging and burning techniques to lighten or darken background areas in a photo so that the image is reproducible
 - D. using a fish-eye lens to photograph a scene and allowing the photo to run without noting in the cutline that a special lens was used

Competency 009

7. Photojournalism students and their teacher discuss the role of photography in helping to ensure fair and balanced coverage of communities characterized by particular racial or ethnic populations. To best promote fairness and sensitivity to diversity, which of the following guidelines should photojournalists follow when visually reporting about an ethnically diverse community?
 - A. Take photographs that illustrate both positive and negative aspects of the community.
 - B. Avoid stereotypes and try to portray the community in a holistic way.
 - C. Submit several photographs for the story about the community in order to show a variety of subjects.
 - D. Crop photographs so that people, rather than background details of the community, are featured.

Competency 010

8. Students in a publication design class are using desktop publishing software to create the front cover of a literary magazine. The cover features a photo gallery of student artwork. The students want to add graphics, a title, and a subtitle that have been saved in separate word processing files. To add these elements to the cover, the students should be familiar with which desktop publishing functions?
 - A. importing or merging and resizing/scaling
 - B. bitmapping and rotating/flipping images
 - C. creating templates and layering graphics
 - D. changing file formats and routing or downloading text

Competency 011

9. A senior class yearbook committee plans to produce a yearbook that will be available as an interactive CD-ROM. The seniors want to incorporate video, digital, and print images, as well as text, music, and clip art, into the yearbook. Which of the following types of computer software should the advisor recommend that the students use to create the CD-ROM yearbook?
- A. hypermedia or multimedia authoring software
 - B. video editing software
 - C. interactive videodisc (IVD) software
 - D. 3-D modeling and animation software

Competency 012

10. In a broadcast journalism class, a teacher asks students to shoot and edit a two- to three-minute video segment about something "typically Texan." The students must use four different filming techniques in their videos, including a cutaway. The teacher lists common techniques for students and describes an example of each. Which of the following examples best illustrates a cutaway?
- A. an instantaneous switch from a shot of a rodeo performance to a shot of a child eating a hot dog
 - B. an extended shot of a crop duster flying over fields of citrus or orchard crops
 - C. a shot of an oil well field superimposed over a map of the state of Texas
 - D. an image of a cattle ranch that fades or dissolves into an urban skyline featuring skyscrapers

Competency 014

11. The first issue of a high school newspaper contains several errors, including typos, inconsistent internal margins, and a missing caption. The journalism teacher creates a checklist based on these errors for students to consult during the editing and page-proofing stages. The students add to and revise the checklist throughout the school year as they catch pre- and post-production errors. The most important benefit of this practice is that it:
- A. prompts students to more clearly define the purpose and mission of their publication.
 - B. encourages students to become more responsive to the characteristics of the publication's audience.
 - C. motivates students to become competitive yet constructive in finding one another's mistakes.
 - D. promotes students' active engagement and collaboration in improving their publication.

Use the information below to answer the three questions that follow.

In an Introduction to Journalism class, two important goals are to foster students' understanding of the relationship between print and nonprint media in the United States and to increase students' awareness of the media's historical influence on society and culture.

Competency 001

12. During a discussion on the role of the media in contemporary society, one student says that a major responsibility of the press is to keep people in power honest. Which of the following journalistic developments should the teacher introduce in relation to the historical watchdog role of the press?
- A. the invention of wire service telegraphy and the 1848 formation of the Associated Press
 - B. the introduction of eyewitness correspondents in the Civil War
 - C. the "muckraking" movement of the early 1900s, when journalists exposed political corruption, business fraud, and poor labor conditions
 - D. the newspaper circulation war between Hearst and Pulitzer that resulted in sensational, lurid coverage of the Spanish-American War

Competency 002

13. Which of the following developments of the 1980s would be most appropriate to study as an example of the influence of tabloid journalism on television?
- A. investigative news programs that focused on sensational events
 - B. situation comedies that explored controversial themes
 - C. cable television channels devoted exclusively to special interests (e.g., sports, cooking)
 - D. extended live coverage of congressional hearings

Competency 002

14. While working on a research assignment on the growth of media influence during the 1970s, one student asks the teacher to help her understand a claim that television news played a significant role in ending the Vietnam War. In response, it would be most instructive for the teacher to point out that which of the following occurred during the Vietnam War?
- A. Television journalists were allowed to accompany U.S. troops into combat for the first time.
 - B. Uncensored television images of warfare were broadcast to the nation for the first time.
 - C. Television networks won a crucial Supreme Court ruling in support of their right to broadcast freely.
 - D. Enhanced satellite technology led to higher-quality television images than ever before.



Use the information below to answer the two questions that follow.

In a meeting to discuss how to boost sales, the staff of a high school yearbook declare a goal of "total coverage." In addition to individual portraits, each student will be featured at least once more, either in a photograph, by quotation, or through the use of student artwork. The staff's sales target is for every student at the high school to buy a yearbook.

Competency 013

15. The yearbook's layout editor suggests running candid individual portraits around the display advertisements in the advertising section of the yearbook. Which of the following is a primary advantage of this marketing idea that should be communicated to potential advertisers?
- A. It functions as a common design element to unify the look of the advertising section.
 - B. It enhances their advertisements by implying that the featured students endorse their products or services.
 - C. It signifies to readers that the businesses consider teenagers to be their most important customers.
 - D. It attracts interest and therefore increases the likelihood that the advertising pages will be read.

Competency 015

16. The yearbook advisor suggests inviting advertising managers from commercial publishing companies in the area to lead mini-workshops on sales strategies. The advisor's suggestion illustrates an application of which of the following strategies for helping staff enhance yearbook sales?
- A. using past and present principles of newspaper and magazine advertising
 - B. becoming more visible to all segments of the community
 - C. soliciting objective product evaluations from individuals unconnected with the school
 - D. using community professionals or experts to mentor students



ANSWER KEY

Item Number	Correct Answer	Competency
1	C	001
2	A	003
3	D	005
4	C	006
5	C	007
6	B	008
7	B	009
8	A	010
9	A	011
10	A	012
11	D	014
12	C	001
13	A	002
14	B	002
15	D	013
16	D	015

SECTION V

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

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

Journalism and Mass Communication Quarterly, Association for Education in Journalism and Mass Communication

Quill & Scroll, International Honorary Society for High School Journalists, <http://www.uiowa.edu/~quill-sc>

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- Wulfemeyer, K. T. (2003). *Beginning Radio-TV Newswriting: A Self-Instructional Learning Experience* (4th ed.). Ames, IA: Iowa State University Press.

Online Resources

- American Society of Newspaper Editors (ASNE)*, <http://www.asne.org>
- Asian American Journalists Association (AAJA)*, <http://www.aaaja.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 Newspaper Fund (DJNF)*, <http://djnewspaperfund.dowjones.com>
- For Journalism Teachers Only*, <http://www.jteacher.com>
- Interscholastic League Press Conference (ILPC) and University Interscholastic League (UIL)*, <http://www.uil.utexas.edu>
- 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>

Newspagedesigner.com, features, tips, links, and sample pages for news designers,
<http://www.newspagedesigner.com> (accessed June 21, 2005)

Quill and Scroll Society, <http://www.uiowa.edu/quill-sc>

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

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

