



The *PRAXIS*® Study Companion

# Journalism (5224)



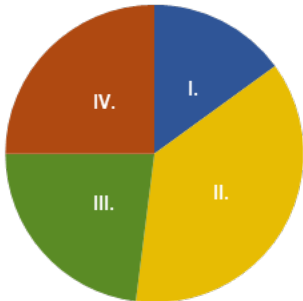
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## Journalism (5224)

### Test at a Glance

The *Praxis*® Journalism (5224) test is designed to measure knowledge and competencies important for safe and effective beginning practice as a teacher of journalism in middle and high schools (grades 7–12). Test takers have typically completed, or are about to complete, a bachelor's degree program with appropriate coursework in journalism or other fields relevant to teaching and/or advising scholastic journalism.

<b>Test Name</b>	Journalism		
<b>Test Code</b>	5224		
<b>Time</b>	150 minutes		
<b>Number of Questions</b>	120 selected-response questions		
<b>Format</b>	The test consists of selected-response questions, where you select one or more answer choices, and several other types of questions. You can review the possible question types in Understanding Question Types.		
<b>Test Delivery</b>	Computer Delivered		
	<b>Content Categories</b>	<b>Approximate Number of Questions</b>	<b>Approximate Percentage of Examination</b>
	I. Foundations of Journalism	18	15%
	II. Journalistic Practices	44	37%
	III. Journalistic Standards, Ethics, and Media Law	28	23%
	IV. Teaching and Advising Scholastic Journalism	30	25%

## About This Test

The Journalism assessment is designed and developed through work with practicing teachers and teacher educators to reflect the journalism curriculum and to reflect state and national standards for journalism, including the Standards for Journalism Educators (2019) developed by the Journalism Education Association (JEA).

The 120 selected-response questions cover a range of subjects encountered by teachers of journalism and advisers of scholastic media. Test takers will find many questions calling for them to apply their understanding to a teaching scenario or an instructional task. As detailed in Content Topics below, the questions assess knowledge and understanding of the theories and principles governing the practice of journalism in a democracy; the historical background of journalism; the practices of news gathering, reporting, writing and editing; visual communication and storytelling in a variety of media and platforms; ethics and media law; as well as teaching journalism and advising scholastic media.

This test may contain some questions that do not count toward your score.

## Content Topics

This outline details the topics that may be included on the test. All test questions will cover one or more of these topics.

## Discussion Questions

Following each content category is a list of open-ended questions or statements intended to help you consider these topics and your ability to apply them concepts to classroom or real-world situations. **We do not provide answers for the study questions** but thinking about them will help improve your understanding of fundamental concepts and may help you answer a broad range of questions that will appear on the test. Most of these discussion questions require you to combine several pieces of knowledge to formulate an integrated understanding and response. They are written to help you gain increased understanding and facility with the test's subject matter. You may wish to discuss these study questions with peers, a teacher or mentor.

### I. Foundations of Journalism

#### A. Theories and Principles of Journalism

1. Understands the roles and responsibilities of journalism in a democratic society
2. Understands basic principles of journalism, including freedom of the press, truth, accuracy, verification, independence, impartiality, and fair play
3. Understands how to analyze and evaluate the accuracy of news and information from a variety of media

### B. History and Influence

1. Knows the historical development of journalism, with its changing functions, limitations, and influence, including the:
  - a. role of changing business and distribution models,
  - b. role of a diverse press in modern society (e.g., women's, African American, Hispanic, Asian American, Native American, and LGBTQ+ media),
  - c. role and development of investigative reporting (e.g., Pentagon Papers, Watergate, ProPublica), and
  - d. role and renewed commitment to fact checking and verification
2. Is familiar with significant individuals, movements, events, and technological advancements related to the history of journalism

#### Discussion Questions: Foundations of Journalism

- Identify strategies journalists can use to verify information in news stories.
- In what ways does the Constitution of the United States govern scholastic media?
- Describe the concept of impartiality in reporting and how student journalists can ensure they are meeting this standard.
- How does press freedom in the U.S. compare with press freedoms in other democratic nations? Compare it with nations under authoritarian governments.

- The Society of Professional Journalists (SPJ) Code of Ethics includes four main guidelines. What are these four guidelines, and what are some examples of how to practice each of them?
- In terms of coverage, what does “fairness” mean, and what does “balance” mean? How are these different?
- Explain the importance of having multiple sources of information for a news story.
- What are some traditional tactics journalists use to vet sources? Describe newer tactics developed for the digital age.
- Design an in-class scenario to help students understand the importance of accuracy.
- Characterize the work of newspaper publishers Joseph Pulitzer, William Randolph Hearst and Adolph Ochs. Identify other significant journalists, editors and publishers and describe their significance to the development of journalism since the founding of the United States.
- Identify the two principal types of photography used during the U.S. Civil War and describe their impacts. Describe the technological changes that have influenced photography since that time.
- Discuss the conflicts that Native American newspapers faced during westward expansion efforts of the U.S. in the early 19th century.
- Describe the development and historical significance of the printing press.
- Explain how newspapers dominated the mass media industry in the early 20th century. Who were the major figures responsible?
- Discuss how journalism developed into a profession in the early 20th century. Identify the significant individuals involved.
- Explain how a lack of diversity in journalism shaped the coverage of several important news events in history.
- Describe the development of a diverse press in the U.S., including the specific contributions of the Black press and the most significant individuals that promoted African American voices and perspectives in the news media since the 19th century.
- Discuss the differences in how news publications generate income from traditional advertising compared to digital advertising.
- Explain several ways the Internet has helped journalists’ fact check and practice transparency.

## II. Journalistic Practices

### A. News Gathering and Reporting

1. Understands common approaches and techniques involved in finding, interpreting, and writing a news or feature story
2. Understands the relationship between the journalist and the reader/listener/viewer in the development of a news or feature story and knows how to identify appropriate platform(s) to reach audiences
3. Understands the process of identifying credible sources and planning for and conducting an interview



4. Understands ways in which journalistic content may be presented (e.g., news, feature, investigative, opinion) and the process of choosing a type of presentation based on purpose

## **B. Writing and Editing**

1. Understands the conventional structures (e.g., lead, attribution of sources) of news, feature, opinion, and investigative stories
2. Understands characteristics of effective journalistic writing, including accuracy, concision, and clarity
3. Knows standard journalism terminology used in effective writing for news, feature, opinion, and investigative stories, and standard editing practices for print, broadcast, and digital media
4. Knows the writing process across platforms, including how to create checkpoints that result in the completion of journalistic projects
5. Is familiar with Associated Press (AP) style, including rules governing punctuation, numbers, dates, titles, and abbreviations

## **C. Visual Communication and Multimedia Storytelling**

1. Is familiar with principles of graphic design and the role design elements (e.g., typography, color, space) play in guiding audiences through content

2. Is familiar with the conventions for designing with text (e.g., scale, hierarchy, readability) for print and digital media
3. Is familiar with the purposes and application of alternative story forms (e.g., charts, timelines, maps, diagrams, etc.)
4. Is familiar with the elements of photojournalism (e.g., decisive moment, human interest) and their application to visual storytelling across platforms
5. Is familiar with the principles and techniques of digital photography (e.g., composition, exposure, lens selection, camera settings)
6. Is familiar with concepts, processes, and techniques for video reporting and packaging (e.g., script writing, “say dog, see dog,” lead ins/outs, sound bites, voice-overs) and video production (e.g., storyboarding, b-roll, shot sequences, shot framing)
7. Is familiar with concepts, processes, and techniques for audio reporting and packaging (e.g., script writing, writing for the ear, sound bites) and audio production (e.g., for podcasting, for radio; natural sound, ambient sound, sound effects)

8. Is familiar with fundamental concepts and techniques of online publishing (e.g., interactivity, stylistic conventions, emphasis on timeliness, site hosting, search engine optimization [SEO], use of tags)
9. Knows the fundamental processes of social media platforms and their uses in journalism

### Discussion Questions: Journalistic Practices

- Identify several types of stories and how they differ from each other in terms of their content.
- Describe the purposes of different types of opinion writing commonly found in news publications.
- Articulate the fundamental differences between news and feature stories.
- Discuss how public records, news releases and databases can be used to report news stories.
- Describe how a journalist could use data analytics and social media to best reach an audience.
- Explain different approaches to gathering news in a high school setting.
- Describe an in-class activity that will strengthen students' interviewing skills.
- Compare and contrast interviews with sources that are conducted face to face with those via telephone, email or text message. What are the benefits and challenges of each of these methods?
- Describe a class exercise that will help students determine source credibility for several types of sources.
- How is a hard news story structured, and what are the benefits of using this structure for readers?
- In what type of story would narrative writing be most appropriate, and why would it be used?
- Explain the difference between a news story and a feature story, and when each approach is appropriate to report on an event or situation.
- Identify the key components to include when writing an opinion column.
- Explain the key differences in style and structure for stories written for broadcast, print, and online. What visual and verbal cues or elements are used in each to differentiate between news and opinion?
- In what ways do editorials and opinion columns differ?
- Explain how journalists can assure readers of accuracy and trustworthiness within the stories they publish.
- Describe the differences between revising and rewriting.
- Explain the purpose of the AP stylebook and its importance within the journalism industry. Identify those rules of AP style that should be implemented and encouraged with student writing.
- Describe the purpose of an editorial board in scholastic media. In what ways can an editorial board affect an entire media organization?
- Describe the differences between a serif and sans serif font and when it is appropriate to use each in print and online media.
- Describe the function and explain the value of search engine optimization (SEO) when writing and publishing online stories.
- Discuss how photographs for news stories may differ from photos for feature stories.
- Describe the basic headline styles of a main headline and a deck headline.



- Explain the different approaches a designer can take to emphasize a particular element on a page.
- Describe some of the key components of creating a segment for a news broadcast.
- Describe a story that would warrant being told in an alternate story form and explain why it would be best presented in this format.
- Discuss the purpose of infographics as an alternate story form.
- Explain the value of visual hierarchy and consistency in design and when it may be appropriate to break conventions.
- Explain how and why online journalism has changed the way journalists present information.
- Design an exercise to help students showcase a theme throughout a spread.
- List the variety of ways journalists and news outlets use social media.

### III. Journalistic Standards, Ethics, and Media Law

#### A. Professional Standards and Ethics

1. Understands the ethical foundations of sound journalistic practice (e.g., the Society of Professional Journalists [SPJ] Code of Ethics)
2. Understands how to recognize and avoid conflicts of interest and bias
3. Understands and applies concepts related to media ethics, including
  - a. plagiarism
  - b. fabrication
  - c. deception
  - d. manipulation of visual content
  - e. confidentiality of sources
4. Understands how to direct students toward better ethical decision-making using professional standards

#### B. Media Law

1. Understands the rights and responsibilities of journalists and how the First Amendment to the Constitution of the United States guarantees free speech and freedom of the press
2. Understands federal laws and legal precedents governing student expression, including how seminal United States Supreme Court decisions, as well as other relevant decisions, affect scholastic journalism, including
  - a. *Tinker v. Des Moines Independent Community School District* (1969)
  - b. *Hazelwood School District v. Kuhlmeier* (1988)
  - c. *Bethel School District N. 403 v. Fraser* (1986)
  - d. *Morse v. Frederick* (2007)
  - e. *Dean v. Utica Community Schools* (2004)
3. Understands how to recognize and respond to censorship and its harmful effects (e.g., prior review, prior restraint, self-censorship, confiscation, takedown, retaliation)
4. Understands and applies concepts in media law, including
  - a. copyright
  - b. defamation (libel and slander)
  - c. privacy
  - d. Obscenity

5. Is familiar with protections and limitations established by key legislation, including
  - a. sunshine laws (e.g., open records, opening meetings)
  - b. Freedom of Information Act (FOIA)
  - c. Family Education Right and Privacy Act (FERPA)
  - d. scholastic press rights legislation (e.g., New Voices)

### **Discussion Questions: Journalistic Standards, Ethics, and Media Law**

- Elaborate the four principles of ethical journalism according to the Society of Professional Journalists (SPJ) Code of Ethics. Identify several other resources for helping students understand scholastic press ethics.
- Describe how to best incorporate a code of ethics into a scholastic newsroom.
- Explain the difference between plagiarism and fabrication as it relates to news reporting.
- Describe the necessary steps journalism students should take to avoid plagiarism.
- Explain ways to avoid bias in scholastic publications.
- Describe the information needed to identify sources clearly for a news story.
- Explain the balance between source confidentiality, anonymity and a journalist's responsibility to readership.
- Describe an example of a conflict of interest for a student journalist and explain why it is problematic.
- Compare and contrast the role of ethics in journalism with other licensed professions (e.g., law, teaching).
- Explain how journalists serve as watchdogs over public affairs, such as public education.
- Discuss the ethical role that diversity plays when reporters seek sources to comment on an issue.
- Identify how the First, Fifth and Fourteenth Amendments to the Constitution each work to protect free speech in the United States.
- Describe the guarantees and limitations of the First Amendment. How does the First Amendment apply differently to public and private entities?
- Explain the evolution of student press freedoms in the U.S. by describing outcomes of the most relevant U.S. Supreme Court cases.
- Describe the concept of a public forum. What is its significance to scholastic journalism?
- How does the decision in Hazelwood (1988) specifically relate to the decision in Tinker (1969)?
- Describe how the decision in Morse (2007) might affect the practices of a student publication.
- Explain how prior review and prior restraint are different concerning the possible censorship of scholastic publications.
- Under what circumstances and to what extent does a student need to know about copyright laws when working in a student newsroom?
- What are the ways to establish if something is copyrighted or in the public domain?
- What missteps might lead to a journalist or publication libeling someone? What are the appropriate actions to be taken if this occurs?
- Explain how sunshine laws and the Freedom of Information Act (FOIA) are useful to journalists in reporting the news.

- How might scholastic press rights legislation impact the practices of student media?

#### IV. Teaching and Advising Scholastic Journalism

##### A. Curriculum, Instruction, and Classroom Practices

1. Understands how to select appropriate materials and activities as well as plan instruction in journalism
2. Understands how to provide students with learning experiences that enhance their knowledge and skills in journalism
3. Understands how to use project-based learning methodologies that nurture lifelong learning
4. Understands how to select, create, and modify appropriate assessments for evaluating instructional effectiveness and student learning
5. Understands how to differentiate instruction to address a variety of student needs (e.g., diverse backgrounds, exceptionalities)
6. Understands how to create a safe and supportive learning environment to encourage student participation
7. Is familiar with opportunities for professional development

##### B. Advising for Scholastic Media

1. Knows how to facilitate production schedules, including setting and meeting deadlines in a student-led process

2. Knows business and financial practices (e.g., budgeting, marketing, advertising, accounting) to support the development and maintenance of a scholastic journalism program and student media
3. Knows how to implement strategies for student staffing, management, and retention (e.g., recruitment, motivation, team building, leadership development, conflict resolution)
4. Knows how to develop effective working relationships with stakeholders in the production and dissemination of scholastic media (e.g., student body, school staff, administrators, parents, community members, wider audience)
5. Is familiar with the journalism profession, including current trends, possible career paths, and other opportunities for students (e.g., internships, job shadowing, freelancing, contests, conventions, training, and certification)

##### Discussion Questions: Teaching and Advising Scholastic Journalism

- What suggestions might an adviser give a reporter with writer's block?
- Create an activity to facilitate question writing for students.

- List and explain ways to incorporate diverse source materials into a journalism classroom.
- Describe how to incorporate and best facilitate group (or team) work into a beginning journalism class.
- Identify assessment strategies that would work well with the most common journalism lessons.
- Explain the strengths and weaknesses of group discussion and written reflection as assessment tactics for news writing.
- Describe some strategies that can assist with recruiting a diverse and inclusive student staff.
- What are some strategies for identifying, cultivating and supporting student leaders?
- Identify the most prominent professional organizations for journalism educators and explain what each may offer concerning professional development, grants, curriculum, and other benefits.
- Discuss several project-based learning approaches that could be used to structure a journalism program.
- Explain how you would guide students in planning a 15-minute school newscast program that includes three to five stories.
- Describe examples of real-world experiences that you would include in newswriting assignments for students in an intermediate journalism class.
- List the terminology an advertising manager should know for both print and digital ad sales.
- Discuss the attributes of effective design software needed to create newspaper pages for production.
- How can a journalism adviser encourage staff unity and camaraderie?
- Describe the phases of production involved in publishing a story for an online publication.
- Name some of the stakeholders in a student media organization and describe what role each plays.
- How does working for scholastic media prepare students for leadership roles after graduation both in and outside of journalism?
- In what ways does student journalism prepare students for career paths outside of the journalism industry?

## Journalism (5224) Sample Test Questions

1. In the United States, which of the following newly created works by an individual is protected by copyright?
  - A. An original computer application
  - B. An original idea for a means of transportation
  - C. A list of ingredients for a recipe
  - D. A set of short phrases used in a comedy show
  
2. A journalism teacher notices that students are struggling to come up with new story ideas. Which of the following activities will best help students generate unique story ideas relevant to their readership?
  - A. Reading articles from other high school and college publications
  - B. Reviewing school data and documents to identify campus trends and concerns
  - C. Discussing their personal interests and writing about those topics
  - D. Revisiting notes about story opportunities they have missed in the past
  
3. Which of the following best describes the purpose of a story lead?
  - A. To provide the who, what, where, when, why and how of the story in the first paragraph
  - B. To tell the audience what the story is about and why they should care about it
  - C. To provide arresting images that will draw the reader's attention to the story
  - D. To capture the reader's attention while delivering the most important information in the story
  
4. A student's photographs are consistently blurry and underexposed. Which of the following DSLR camera settings will give the student the best opportunity to manipulate the light exposure and shutter speed of the camera?
  - A. Manual
  - B. Automatic
  - C. Shutter priority
  - D. Aperture priority

5. New Voices legislation and similar state laws are designed to counteract the standard established in which of the following legal cases?
  - A. *Tinker v. Des Moines Independent Community School District*
  - B. *Hazelwood School District v. Kuhlmeier*
  - C. *Morse v. Frederick*
  - D. *Dean v. Utica Community Schools*
  
6. In the context of ethical journalism, which **TWO** of the following are elements of reliability?
  - A. Frankness
  - B. Independence
  - C. Sincerity
  - D. Compassion
  - E. Verification
  
7. Which of the following is a desired result of pulling color from one photograph and applying the color to other content on a page?
  - A. It adds bright colors to the design elements to grab attention.
  - B. It creates a visual connection among design elements.
  - C. It separates design elements from content to provide contrast.
  - D. It hides distracting white space between design elements.
  
8. Which of the following terms refers to an audience being able to identify whether news is credible and actionable?
  - A. News literacy
  - B. News consumption
  - C. Public awareness
  - D. Reader perception
  
9. Which of the following best explains why print publications are typically designed to have text in different font sizes on the same page?
  - A. People read the smaller text for the details before reading the larger text, which explains why big headlines are used sparingly.
  - B. People read the largest text first and then they read down in order of font size, which allows the designer to guide readers through all content.
  - C. People read content from the right side of the page to the left side of the page and from the top to the bottom, which replaces font size in importance.
  - D. People read text from the left side of the page to the right side of the page and from the top to the bottom, which overrides hierarchy of font size.



10. The press is sometimes referred to as the “fourth estate” because under the social responsibility theory
- A. it is obligated to hold those in power accountable to the people
  - B. it must support the policies and agenda of the government
  - C. its primary purpose is to entertain and inform the public
  - D. its main objective is to sustain the representative function of democracy
11. A common method used to help a student publication staff become a more cohesive group, with reporters trusting editors, is
- A. making sure the leadership consists of older students who have experience
  - B. implementing strict guidelines as to who does what in the newsroom
  - C. teaming reporters with certain faculty members to form partnerships
  - D. engaging in team-building exercises that promote open communications
12. Which of the following best describes the primary purpose of news-driven journalism as it pertains to the relationship between consumers and the media?
- A. To provide information that consumers are interested in
  - B. To inform consumers so they can participate in society
  - C. To give consumers something interesting to do
  - D. To help deliver information from companies to consumers
13. A student who has a hearing impairment and who is shy speaking in front of others is enrolled in a video production class in which students are regularly tasked with speaking as an anchor or reporter in front of the camera. Which of the following assignments will best allow the teacher to assess the student’s understanding of broadcasting norms while also providing an appropriate accommodation for the student?
- A. Asking the student to perform an interview or a script in a one-on-one setting with the teacher
  - B. Allowing the student to submit a written script of an interview or broadcast
  - C. Having the student read the textbook’s chapters about reporting live on air
  - D. Giving the student worksheets and quizzes about standard broadcasting styles
14. Which of the following efforts will best help a newspaper staff increase audience engagement with its website?
- A. Researching new website hosting options
  - B. Spending time learning advanced HTML coding
  - C. Purchasing programs specializing in website imagery
  - D. Upgrading the interactivity of the website’s content

15. Which of the following marketing tools are specifically employed by news organizations to determine their audience reach?
- A. Advertisements
  - B. Loyalty programs
  - C. Surveys
  - D. Focus groups
16. Which of the following project-based learning approaches will best allow a class to function in the manner of a professional newsroom?
- A. Designating each student to a specific role
  - B. Assigning each student to interview a peer
  - C. Rotating all students to serve as editor
  - D. Having all students report on the same story
17. A student is preparing to interview a source for a breaking news story. Which of the following identifies the type of interview that is most effective for this purpose and explains why?
- A. A series of short phone interviews, because the source might be more willing and available.
  - B. An e-mail interview, because the source can answer anytime, even after business hours.
  - C. An in-person interview, because the source can answer follow-up questions on the spot.
  - D. An extended text-message interview, because questions can be provided ahead of time.
18. Which of the following broadcast networks established the first all-news cable channel?
- A. CNN
  - B. MSNBC
  - C. NPR
  - D. FOX News
19. Which of the following shows the correct Associated Press style for referring to a time of day?
- A. 1:30 PM
  - B. 1:30 P.M.
  - C. 1:30 pm
  - D. 1:30 p.m.

20. Which of the following practices for finding a story idea is most often used in writing feature stories?
- A. Reading news stories in search of elements that can be further explored
  - B. Checking various organizations' event calendars for scheduled meetings
  - C. Contacting past sources occasionally to see whether they have an idea for a story
  - D. Attending public meetings to check for new information on a public proposal
21. The Society of Professional Journalists Code of Ethics states that "ethical journalism strives to ensure the free exchange of information that is accurate, fair and thorough." Which of the following practices of a student newspaper conflicts with this idea?
- A. Editors checking over each story for accuracy before print or online publication
  - B. Reporters investigating multiple sides of a story rather than relying on only one source
  - C. The adviser checking the spelling of students' names in a list provided by the counseling office
  - D. The principal reviewing stories prior to publication and removing certain quotations
22. Which of the following statements best explains the purpose of incorporating alternative story forms into a high school publication?
- A. Readers will only pay attention to a story if there are alternative story forms included on the page.
  - B. Alternative story forms reduce a reader's reliance on the accompanying text.
  - C. Eye-catching elements such as alternative story forms are more likely to draw readers in.
  - D. News events make more sense to readers when they are told using alternative story forms.
23. Which of the following activities is most strictly discouraged when preparing an image for a visual reporting of news?
- A. Using techniques such as burning and dodging an image to improve reproduction
  - B. Altering the integrity of the content and context of an image to influence its impact
  - C. Cropping a news image to focus attention on the most important area of the photo
  - D. Posing image subjects to capture a somewhat accurate moment that was impossible to cover

24. Which of the following best characterizes an opinion column?
- A. Providing facts that are backed up by data
  - B. Relaying personal beliefs of a source
  - C. Sharing the knowledge of experts
  - D. Expressing the viewpoint of the writer
25. Which TWO of the following are the most effective activities a student news staff can do to build a positive relationship with stakeholders?
- A. Writing frequent feature stories that include positive coverage of the stakeholders
  - B. Listening to stakeholders' concerns about media coverage of their organizations
  - C. Establishing a way for the stakeholders to financially support the students through advertising
  - D. Creating and maintaining open lines of communication with stakeholders
  - E. Ensuring that articles about stakeholders are featured in prominent positions within publications
26. Which of the following legal cases specifically addressed the rights of scholastic media to publish material that may reflect negatively on a school?
- A. *Morse v. Frederick*
  - B. *Tinker v. Des Moines Independent Community School District*
  - C. *Bethel School District v. Fraser*
  - D. *Dean v. Utica Community Schools*
27. A journalist who writes high-quality feature stories is focusing on which of the following?
- A. Stories about events or conflicts that are extremely time sensitive
  - B. Stories about people, places or issues that affect lives
  - C. Stories about the writer's beliefs and stances on a particular issue
  - D. Stories about the quality and value of certain products, services or art
28. After a reporter files a story, which of the following is the next step in the process toward its publication?
- A. Determining art and graphics
  - B. Editing the copy of the story
  - C. Writing the headline
  - D. Posting to social media

29. Which of the following publishers is widely credited for the introduction of the serious editorial in daily newspapers during the nineteenth century?

- A. Horace Greeley
- B. William Randolph Hearst
- C. Rupert Murdoch
- D. John Peter Zenger

30. Which of the following organizations is most likely to support students with continuing education throughout their entire career in journalism?

- A. Columbia Scholastic Press Association (CSPA)
- B. Journalism Education Association (JEA)
- C. Society of Professional Journalists (SPJ)
- D. National Scholastic Press Association (NSPA)

## Journalism (5224) Sample Test Answers

1. **Option (A) is correct.** Copyright protection is federal law to protect those who create “original works of authorship” against unauthorized use of their intellectual property. Such works include materials “fixed in a tangible medium of expression.” Examples include literary works, music, pictorial and graphic works, architectural works and computer programs. Not included are titles, short phrases, slogans, lists of ingredients and familiar symbols or designs, because such items lack the necessary originality and creativity to distinguish them from the ideas they represent.
2. **Option (B) is correct.** Once students exhaust the typical stories about events and policy changes on campus, students can get more ideas by looking at data specific to their school community. Documents like the school’s performance plan, test scores, demographics and budget can all provide information for students to uncover untold stories.
3. **Option (D) is correct.** A lead must instantly convey the most important news information in the rest of the story and grab the reader’s attention.
4. **Option (A) is correct.** The manual setting of a camera allows the user the most freedom to manipulate components of the camera’s exposure individually, without automatically altering the others.
5. **Option (B) is correct.** New Voices and similar legislation deal with student speech. Such legislation generally aims to counteract the Hazelwood standard that allows educators to censor school-sponsored speech as long as they have reasonably “legitimate pedagogical concerns” for doing so.
6. **Options (B) and (E) are correct.** Ethical journalism requires that a journalist act independently—not be beholden to any individual or group—to ensure that reporting is trustworthy and can best serve the public. Verification serves to maintain truth and accuracy, cornerstones of all ethical journalism.
7. **Option (B) is correct.** Pulling colors from photos to use in headline text, graphic elements and other content on the same page helps unify the page and guide the reader through the content.
8. **Option (A) is correct.** According to the nonpartisan News Literacy Project, news literacy is defined as the ability to determine the credibility of news and other content, to identify different types of information, and to use the standards of authoritative, fact-based journalism to determine what to trust, share and act on.



9. **Option (B) is correct.** Readers begin reading the largest text on a page followed by smaller text in order of decreasing size. Choosing different font sizes for different text based on level of importance allows designers to guide readers through the page.
10. **Option (A) is correct.** The press is often known as the fourth estate (or power) because it regularly monitors and reports on political process and government actions and thereby holds the three branches of governmental power (e.g., the executive, legislature, and judiciary) accountable to the people.
11. **Option (D) is correct.** Team-building exercises help the publication staff form a closer unit and allow team members to show their strengths and weaknesses in a nonthreatening way, leading to better teamwork as a whole.
12. **Option (B) is correct.** The purpose of news-driven journalism is to inform consumers so they can participate in society and be part of the democratic process. While media should be interesting and relevant, its main purpose is to provide information that will help people when they are making decisions as stewards of democracy.
13. **Option (A) is correct.** Assigning the student to perform the interview or script in a one-on-one setting would be the best accommodation because the student would still be completing the same assignment but in a different environment. Many individualized education plans allow for students to complete their assignments in smaller groups or with only the teacher without distraction or an audience. In this case, having the student perform in a one-on-one setting with the teacher offers the most faithful adaptation of the assessment that other students are completing.
14. **Option (D) is correct.** Creating a more interactive website will most benefit the staff in finding ways to attract and hold onto their visitors. Increased interactivity may lead to an increase in the amount of time an audience spends on a site.
15. **Option (C) is correct.** Surveys are used to gather information from a sample of people, with the intention of generalizing the results to a larger population. News organizations use surveys as marketing tools to determine audience reach, interests and opinions.
16. **Option (A) is correct.** Assigning each student different roles of reporters, editors, photographers, videographers, designers, fact checkers and others will allow the students to best observe the various positions available in a newsroom. This instructional approach also means that the success of each student must depend, at least in part, on the group's success.
17. **Option (C) is correct.** Breaking news stories often require immediate follow-up to clarify information. In-person interviews allow for follow-up questions at the time of the interview and a chance to have the source explain more about confusing concepts.

18. **Option (A) is correct.** Ted Turner launched Cable News Network (CNN) as an all-news channel in 1980 at a time when cable television was gaining a foothold into American households.
19. **Option (D) is correct.** AP style does not require the use of colons when the time shows the hour only, but colons are used for times that include hours and minutes, such as 1:45 p.m. Also, “a.m.” and “p.m.” are always lowercase and are used for all times except noon and midnight.
20. **Option (A) is correct.** Feature stories are frequently developed from existing news stories, while the other options are more appropriate practices to use when writing opinion pieces or hard news stories.
21. **Option (D) is correct.** If administrators complete a prior review of all articles and require content changes, this brings into question the accuracy and thoroughness of the intended content. All the other practices described in the answer choices ensure those attributes. Acts of censorship, such as removing certain quotations, also create barriers to the free exchange of information.
22. **Option (C) is correct.** A key element of newspaper and yearbook design is the inclusion of eye-catching elements on a page or pages. By using alternative story forms, a page designer can draw more attention to the story that is being told and keep the interest of the reader for a longer period.
23. **Option (B) is correct.** Photo manipulation has always been a concern in journalism, especially since the use of digital photography. Burning, dodging and cropping have historically been acceptable darkroom practices, and posing subjects is often deemed acceptable within reason. However, journalists must take care never to alter the context and truth of an image.
24. **Option (D) is correct.** Opinion writing communicates a writer’s own beliefs on a particular topic. It offers criticism, suggests solutions, provides meaningful connections, advocates, appreciates, and observes.
25. **Options (B) and (D) are correct.** In order to build a positive relationship with stakeholders, news staff should listen to stakeholders’ concerns and keep the lines of communication open without compromising the news organization’s ethical values.
26. **Option (D) is correct.** In *Dean v. Utica Community Schools*, the reporter was writing about a lawsuit that had been filed against the district for unhealthy conditions caused by fumes from the bus garage. The principal censored the story, which he had never done before. The judge ruled that under *Hazelwood School District v. Kuhlmeier* the school in question was a limited public forum and therefore the students could run the story. He also said it was a well-written, well-researched story and should be able to run.

27. **Option (B) is correct.** Features are considered soft news and are less time specific than hard news, allowing writers to write in depth about topics that affect readers' lives. Feature stories are frequently related to a hard news story, but they can also stand alone as a profile of a personality or place, or highlight a specific issue.
28. **Option (B) is correct.** After a story is filed, an editor immediately begins the editing process, starting with the submitted copy. The other steps in the process are completed once the story has taken its final shape, or at least has been sufficiently established by the reporter.
29. **Option (A) is correct.** Horace Greeley is known for being the first editor in the United States to use specific pages of his paper, the New York Tribune, to argue for changes in society, including the abolition of slavery.
30. **Option (C) is correct.** Dedicated to the First Amendment, diversity and continuing education, the Society of Professional Journalists is the nation's largest professional journalism organization serving all aspects of a journalist's career, from common education through retirement.

## Understanding Question Types

The *Praxis*® assessments include a variety of question types: constructed response (for which you write a response of your own); selected response, for which you select one or more answers from a list of choices or make another kind of selection (e.g., by selecting a sentence in a text or by selecting part of a graphic); and numeric entry, for which you enter a numeric value in an answer field. You may be familiar with these question formats from taking other standardized tests. If not, familiarize yourself with them so you don't spend time during the test figuring out how to answer them.

### Understanding Selected-Response and Numeric-Entry Questions

For most questions, you respond by selecting an oval to select a single answer from a list of answer choices.

However, interactive question types may also ask you to respond by:

- Selecting more than one choice from a list of choices.
- Typing in a numeric-entry box. When the answer is a number, you may be asked to enter a numerical answer. Some questions may have more than one entry box to enter a response.
- Selecting parts of a graphic. In some questions, you will select your answers by selecting a location (or locations) on a graphic such as a map or chart, as opposed to choosing your answer from a list.
- Selecting sentences. In questions with reading passages, you may be asked to choose your answers by selecting a sentence (or sentences) within the reading passage.
- Dragging and dropping answer choices into targets on the screen. You may be asked to select answers from a list of choices and to drag your answers to the appropriate location in a table, paragraph of text or graphic.
- Selecting answer choices from a drop-down menu. You may be asked to choose answers by selecting choices from a drop-down menu (e.g., to complete a sentence).

Remember that with every question you will get clear instructions.

## Understanding Constructed-Response Questions

Constructed-response questions require you to demonstrate your knowledge in a subject area by writing your own response to topics. Essays and short-answer questions are types of constructed-response questions.

For example, an essay question might present you with a topic and ask you to discuss the extent to which you agree or disagree with the opinion stated. You must support your position with specific reasons and examples from your own experience, observations, or reading.

Review a few sample essay topics:

- *Brown v. Board of Education of Topeka*

"We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other 'tangible' factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does."

- A. What legal doctrine or principle, established in *Plessy v. Ferguson* (1896), did the Supreme Court reverse when it issued the 1954 ruling quoted above?
- B. What was the rationale given by the justices for their 1954 ruling?

- *In his self-analysis, Mr. Payton says that the better-performing students say small-group work is boring and that they learn more working alone or only with students like themselves. Assume that Mr. Payton wants to continue using cooperative learning groups because he believes they have value for all students.*

- Describe **TWO** strategies he could use to address the concerns of the students who have complained.
- Explain how each strategy suggested could provide an opportunity to improve the functioning of cooperative learning groups. Base your response on principles of effective instructional strategies.

- *"Minimum-wage jobs are a ticket to nowhere. They are boring and repetitive and teach employees little or nothing of value. Minimum-wage employers take advantage of people because they need a job."*

- Discuss the extent to which you agree or disagree with this opinion. Support your views with specific reasons and examples from your own experience, observations, or reading.

Keep these things in mind when you respond to a constructed-response question:

1. **Answer the question accurately.** Analyze what each part of the question is asking you to do. If the question asks you to describe or discuss, you should provide more than just a list.
2. **Answer the question completely.** If a question asks you to do three distinct things in your response, you should cover all three things for the best score. Otherwise, no matter how well you write, you will not be awarded full credit.
3. **Answer the question that is asked.** Do not change the question or challenge the basis of the question. You will receive no credit or a low score if you answer another question or if you state, for example, that there is no possible answer.
4. **Give a thorough and detailed response.** You must demonstrate that you have a thorough understanding of the subject matter. However, your response should be straightforward and not filled with unnecessary information.
5. **Take notes on scratch paper** so that you don't miss any details. Then you'll be sure to have all the information you need to answer the question.
6. **Reread your response.** Check that you have written what you thought you wrote. Be sure not to leave sentences unfinished or omit clarifying information.



## General Assistance For The Test

### ***Praxis*® Interactive Practice Test**

This full-length *Praxis*® practice test lets you practice answering one set of authentic test questions in an environment that simulates the computer-delivered test.

- Timed just like the real test
- Correct answers with detailed explanations
- Practice test results for each content category

ETS provides a free interactive practice test with each test registration. You can learn more [here](#).

### Doing Your Best

#### Strategy and Success Tips

Effective *Praxis* test preparation doesn't just happen. You'll want to set clear goals and deadlines for yourself along the way. Learn from the experts. Get practical tips to help you navigate your *Praxis* test and make the best use of your time. Learn more at [Strategy and Tips for Taking a \*Praxis\* Test](#).

#### Develop Your Study Plan

Planning your study time is important to help ensure that you review all content areas covered on the test. View a sample plan and learn how to create your own. Learn more at [Develop a Study Plan](#).

### Helpful Links

[Ready to Register](#) – How to register and the information you need to know to do so.

[Disability Accommodations](#) – Testing accommodations are available for test takers who meet ETS requirements.

[PLNE Accommodations \(ESL\)](#) – If English is not your primary language, you may be eligible for extended testing time.

[What To Expect on Test Day](#) – Knowing what to expect on test day can make you feel more at ease.

[Getting Your Scores](#) – Find out where and when you will receive your test scores.

[State Requirements](#) – Learn which tests your state requires you to take.

[Other Praxis Tests](#) – Learn about other *Praxis* tests and how to prepare for them.

To search for the Praxis test prep resources  
that meet your specific needs, visit:

**[www.ets.org/praxis/testprep](http://www.ets.org/praxis/testprep)**

To purchase official test prep made by the creators  
of the Praxis tests, visit the ETS Store:

**[www.ets.org/praxis/store](http://www.ets.org/praxis/store)**



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