

**Florida Teacher Certification Examinations
Test Information Guide
for
Journalism 6–12**



FLORIDA DEPARTMENT OF EDUCATION
www.fdoe.org

Third Edition

Developed, produced, and printed under the authority of the
Florida Department of Education

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Florida K-20 education system, as enumerated in Section 1000.04, Florida Statutes.

Permission is NOT granted for distribution or reproduction outside the State system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to:

FTCE Administrator
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Copyright 2008
State of Florida
Department of State

Contents

1	Test and Test Information Guide Development	1
2	Preparation for the Test	3
3	Test-Taking Advice	5
4	Competencies and Skills and Test Blueprint	7
5	Test Format and Sample Questions	11
6	Annotated Bibliography	23
7	Additional Information	27



Test and Test Information Guide Development

Teacher Certification Testing

Since 1980, Florida teacher certification candidates have been required to pass the Florida Teacher Certification Examinations (FTCE), which has consisted of tests in reading, writing, mathematics, and professional knowledge. The 1986 Florida Legislature modified the testing program by also requiring teacher candidates to pass a test in the subject area in which they wish to be certified. In addition, the Legislature substituted the Florida College-Level Academic Skills Test (CLAST) for the reading, writing, and mathematics portions of the FTCE. The 2000 Florida Legislature replaced the CLAST with the General Knowledge Test, effective July 1, 2002.

The subject area knowledge tested on the Journalism 6–12 examination was identified and validated by committees of content specialists from within the state of Florida. Committee members included public school teachers, district supervisors, and college faculty with expertise in this field. Committee members were selected on the basis of recommendations by district superintendents, public school principals, deans of education, experts in the field, and other organizations. In developing the test, the committees used an extensive literature review, interviews with selected public school teachers, a large-scale survey of teachers, pilot tests, and their own professional judgment.

Role of the Test Information Guide

The purpose of this test information guide is to help candidates taking the subject area test in Journalism 6–12 prepare effectively for the examination. The guide was designed to familiarize prospective test takers with various aspects of the examination, including the content that is covered and the way it is represented. The guide should enable candidates to direct their study and to focus on relevant material for review.

This test information guide is intended primarily for use by certification candidates, who may be students in a college or university teacher-preparation program, teachers with provisional certification, teachers seeking certification in an additional subject area, or persons making a career change to public school teaching. Candidates may have studied and worked in Florida or may be from out of state.

College or university faculty may also use the guide to prepare students for certification, and inservice trainers may find the guide useful for helping previously certified teachers prepare for recertification or multiple certification.

This test information guide is not intended as an all-inclusive source of subject area knowledge, nor is it a substitute for college course work in the subject area. The sample questions are representative of the content of the actual test; however, they are not actual test questions from an actual test form. Instead, the guide is intended to help candidates prepare for the subject area test by presenting an overview of the content and format of the examination.

2

Preparation for the Test

The following outline may help you to prepare for the examination. Adapt these suggestions to suit your own study habits and the time you have available for review.

Overview

- **Look over the organization of the test information guide.**

Section 1 discusses the development of the test and test information guide.

Section 2 (this section) outlines test preparation steps.

Section 3 offers strategies for taking the test.

Section 4 presents information about the content and structure of the test.

Section 5 lists question formats and includes sample test questions.

Section 6 provides an annotated bibliography of general references you may find useful in your review.

Section 7 identifies a source of further information.

Self-Assessment

- **Decide which content areas you should review.**

Section 4 includes the competencies and skills used to develop this subject area test and the approximate proportion of test questions from each competency area.

Review

- **Study according to your needs.**

Review all of the competencies and concentrate on areas with which you are least familiar.

Practice

- **Acquaint yourself with the format of the examination.**

Section 5 describes types of questions you may find on the examination.

- **Answer sample test questions.**

Section 5 gives you an opportunity to test yourself with sample test questions and provides an answer key and information regarding the competency to which each question is linked.

Final preparation

- **Review test-taking advice.**

Section 3 includes suggestions for improving your performance on the examination.

- **Refer to field-specific references.**

Section 6 includes an annotated bibliography listing general references keyed to the competencies and skills used to develop this subject area test.



Test-Taking Advice

- Go into the examination prepared, alert, and well rested.
- Complete your travel arrangements prior to the examination date. Plan to arrive early so that you can locate the parking facilities and examination room without rushing.
- Dress comfortably and bring a sweater or jacket in case the room is too cool.
- Take the following with you to the test site:
 - Admission ticket
 - Proper identification as described in "Identification Policy"
 - Watch
- There are many strategies for taking a test and different techniques for dealing with different types of questions. Nevertheless, you may find the following general suggestions useful.
 - Read each question and all the response options carefully before selecting your answer. Pay attention to all of the details.
 - Go through the entire test once and answer all the questions you are reasonably certain about. Then go back and tackle the questions that require more thought.
 - When you are not certain of the right answer, eliminate as many options as you can and choose the response that seems best. It is to your advantage to answer all the questions on the test, even if you are uncertain about some of your choices.
 - After completing the examination, go back and check every question. Verify that you have answered all of the questions and that your responses are correctly entered.



4

Competencies and Skills and Test Blueprint

The table on the following pages lists the competencies and skills used as the basis for the Journalism 6–12 examination. These competencies and skills represent the knowledge that teams of teachers, subject area specialists, and district-level educators have determined to be important for beginning teachers. This table could serve as a checklist for assessing your familiarity with each of the areas covered by the test. The competencies and skills should help you organize your review. The test blueprint indicates the approximate percentage of test questions that will cover the specific competency on the exam.

Competencies are broad areas of content knowledge.

Skills identify specific behaviors that demonstrate the competencies.

Percentages indicate the approximate proportion of test questions that represent the competencies on the test.

The following excerpt illustrates the components of the table.

*Approximate percentage of total test questions
(test blueprint)*

<i>Competency</i>	Competency/Skill	Approx. %
	1 Knowledge of journalistic style	18%
	1 Identify the characteristics of journalistic writing.	
	2 Identify the elements of a lead.	
	3 Identify different types of leads.	
	4 Identify the angle of a story.	
	5 Identify the characteristics of the following forms of writing: news, news features, editorials, columns, reviews, sports, and interpretive analyses.	
	6 Identify headlines that follow AP style invoice, structure, and format.	
	7 Identify the correct use of tense, voice, grammar, and punctuation in cutlines (captions).	
	8 Identify journalistic jargon for all media.	

Skills (1-8)

Table of Competencies, Skills, and Approximate Percentages of Questions

Competency/Skill	Approx. %
1 Knowledge of journalistic style	18%
1 Identify the characteristics of journalistic writing.	
2 Identify the elements of a lead.	
3 Identify different types of leads.	
4 Identify the angle of a story.	
5 Identify the characteristics of the following forms of writing: news, news features, editorials, columns, reviews, sports, and interpretive analyses.	
6 Identify headlines that follow AP style in voice, structure, and format.	
7 Identify the correct use of tense, voice, grammar, and punctuation in cutlines (captions).	
8 Identify journalistic jargon for all media.	
2 Knowledge of editing skills for print media	10%
1 Identify AP style as it applies to grammar, punctuation, capitalization, and spelling.	
2 Identify copyediting and proofreading symbols.	
3 Identify examples of libelous, obscene, and disruptive writing.	
4 Identify the correct use of quotations and paraphrasing with attribution in journalistic writing.	
5 Distinguish between active and passive voice.	
3 Knowledge of news judgment	15%
1 Identify the following news values/elements: conflict, timeliness, proximity, consequence, prominence, human interest, and novelty.	
2 Identify examples of sensitivity, fairness, balance, and clarity.	
3 Identify examples of sensationalism, exploitation, editorializing, and spin.	
4 Identify the appropriateness of material for a target audience.	
4 Knowledge of news-gathering skills	10%
1 Identify appropriate, reliable, and credible sources.	
2 Identify appropriate interviewing skills (e.g., selecting sources, phrasing questions, establishing rapport, interpreting nonverbal cues, taking notes, using electronic devices).	

Competency/Skill	Approx. %
3 Identify appropriate survey-writing techniques and polling strategies.	
4 Identify appropriate beats in news-gathering.	
5 Knowledge of design skills	10%
1 Identify basic terminology for layout, photography, and graphics.	
2 Identify basic layout and design principles appropriate for yearbooks, newspapers, magazines, or online and broadcast media as they apply to visual impact, including the use of copy, art, photos, graphics, headlines, cutlines, and white space.	
3 Identify correct use of basic typography skills, including font selection, copy fitting, and headline fitting.	
4 Identify ways in which news value/elements, ethics, and quality influence photographic selection.	
5 Choose photographs that demonstrate appropriate cropping and proportioning.	
6 Identify the basic characteristics of photographic composition.	
6 Knowledge of staff management and media production	10%
1 Identify components of a plan for staff organization, including selection of editors and staff and development of job descriptions.	
2 Identify basic production equipment for print, broadcast, and online media.	
3 Identify components of a copy flow and production schedule.	
4 Select appropriate criteria for evaluating student performance in a journalism class or production laboratory.	
5 Identify criteria for evaluating student-produced print, broadcast, and online media.	
7 Knowledge of history	3%
1 Identify major publications in the history of journalism.	
2 Identify milestones and key people in the history of print, broadcast, and online media.	
3 Identify major technological advances in the development of journalism.	
8 Knowledge of law and ethics	14%
1 Identify the implications or effects of the First Amendment as it applies to censorship, obscenity, disruption, libel, and invasion of privacy for secondary schools.	

Competency/Skill	Approx. %
2 Identify landmark decisions in media law (e.g., <i>Hazelwood School District v. Kuhlmeier</i> , <i>Tinker v. Des Moines</i>). 3 Identify the rights and responsibilities of the media adviser. 4 Identify examples of plagiarism, fabrication, and violations of copyright laws for print, broadcast, and online media. 5 Identify the elements of a code of ethics for student media. 6 Identify the elements of an editorial policy.	
9 Knowledge of careers and resources in mass media	5%
1 Identify career opportunities in the editorial, technical, online, business and managerial, and advertising divisions within media corporations, private corporations, and government agencies. 2 Identify significant professional and scholastic press organizations and governmental agencies that support and/or regulate the mass media. 3 Identify major publications, networks, and online news outlets. 4 Identify the impact of convergence on mass communication careers.	
10 Knowledge of business management and advertising	5%
1 Calculate advertising rates for print, online, and broadcast media. 2 Analyze financial statements for print, online, and broadcast media. 3 Identify components of a budget for print, online, and broadcast media. 4 Identify elements of advertising copy. 5 Identify visual and auditory elements of advertisements. 6 Identify the elements of an advertising policy and marketing plan. 7 Identify propaganda techniques.	

5

Test Format and Sample Questions

The Journalism 6–12 subject area test consists of approximately 120 multiple-choice questions. You will have two and one-half hours to complete the test.

Each question will contain four response options, and you will indicate your answer by selecting **A**, **B**, **C**, or **D**.

The table below presents types of questions on the examination and refers you to a sample question of each type.

Type of Question	Sample Question
Command Select the best response option.	Question 8, page 15
Sentence completion Select the response option that best completes the sentence.	Question 5, page 14
Scenario Examine a situation, problem, or case study. Then answer a question, make a diagnosis, or recommend a course of action by selecting the best response option.	Question 11, page 15
Direct question Choose the response option that best answers the question.	Question 14, page 16
Data Analysis Examine and analyze data from an experiment or study. Then answer a question by selecting the best response option.	Question 29, page 21

Sample Questions

The following questions represent both the form and content of questions on the examination. These questions will acquaint you with the general format of the examination; however, these sample questions do not cover all of the competencies and skills that are tested and will only approximate the degree of examination difficulty.

An answer key follows at the end of the sample questions. The answer key includes information regarding the competency to which each question is linked.

DIRECTIONS: Read each question and select the best response.

1. A major difference between reporters and editorial writers is that editorial writers must be able to
- A. compare and contrast differing sets of ideas and personalities.
 - B. distinguish between fact and opinion.
 - C. recognize the contextual information required for a piece of writing.
 - D. use arguments to promote a point of view.

2. The lead that follows is most likely for which type of journalistic writing?

The governor announced his long-awaited educational plan this week. We would all be better off if he had taken even more time.

- A. review
 - B. editorial
 - C. news
 - D. feature
3. Which headline is most consistent with AP style in voice, structure, and format?
- A. President announces budget: Congress is going to discuss it
 - B. President announces budget; Congress to discuss it
 - C. Budget announced by President—Congress will be discussing it
 - D. Budget announced by President. Congress to discuss it
4. Which cutline or caption best illustrates the correct use of tense, voice, grammar, and punctuation in journalistic writing?
- A. A layup is scored by Terrier forward Eileen Winn (22), who is seen streaking past Columbus defender Mary Thomas (33). Winn was the leading scorer in the Terrier's 58–49 victory.
 - B. Terrier forward Eileen Winn (22) streaks past Columbus defender Mary Thomas (33) for a layup. Winn led all scorers in last night's 58–49 Terrier victory.
 - C. Terrier forward Eileen Winn (22), streaking past Columbus defender, Mary Thomas (33), goes to the basket for a layup. Winn scored more points than anyone else in the Terrier's 58–49 victory.
 - D. Scoring a layup, Terrier forward Eileen Winn (22) streaks past an opponent, Columbus defender Mary Thomas (33). Winn was the high scorer in a game that ended in a 58–49 Terrier victory.

5. *Evergreen* is a term that journalists apply to material that

- A. is likely to require a follow-up story.
- B. can be easily verified.
- C. is appropriate for publication at any time.
- D. sheds new light on a familiar story.

6. Identify the response that corrects the error in AP style in this excerpt.

When asked what she thinks of the new rules, the student replied, "I don't like
(A) (B) (C)
them at all." "They're a lot stricter than the old rules."
(D)

- A. rules the
- B. replied
- C. do not
- D. all. They're

7. Read the paragraph and identify items in this order: the attribution, quotation, and paraphrase.

"We hope," said James Owens, recreation director at Central High, "that the
(I) (II)
snack area will provide healthful refreshments for students between classes."
He explained that special efforts had been made to meet dietary specifications
(III)
from the school's dietitian.

- A. II, I, III
- B. I, III, II
- C. I, II, III
- D. III, I, II

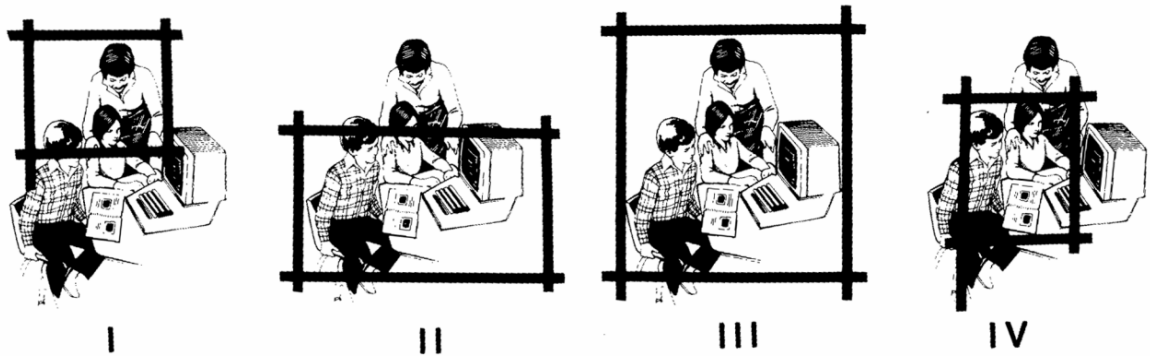
-
-
8. Select the headline that best suggests a human interest story.
- A. Dog saves couple from house fire
 - B. Tropical storm gathers strength
 - C. Conflict flares again in Middle East
 - D. Students rally for budget increases
9. Which news element is suggested by the following newspaper headline?
- Budget showdown looms
- A. proximity
 - B. conflict
 - C. consequence
 - D. prominence
10. Inservice workshops will begin Friday at 5 p.m. Workshops will cover topics ranging from assessment to classroom management. Each workshop will be led by a specialist in the topic.
- This piece of writing is most appropriate for which publication?
- A. a letter to parents/guardians
 - B. a student flier
 - C. a school newspaper
 - D. a memo to faculty
11. A student reporter is writing a story on a new school policy that allows students to leave campus during lunch. The school principal would be the reporter's most appropriate and reliable source for answering which question?
- A. How has this type of policy worked in a nearby school that has tried it?
 - B. What concerns do parents have about the policy change?
 - C. What does the school hope to achieve by this change in policy?
 - D. Has the new policy affected local businesses in any way?

-
-
12. A student reporter has been assigned to write a story about a new science teacher at the school. The reporter has created a list of questions to ask the teacher during the interview. Midway through the interview, the teacher mentions an interesting and unusual job she once had as a scientist on an Arctic expedition. The reporter's best response would be to
- A. ask the teacher for time to prepare a new set of questions for an additional interview that will focus on her work in the Arctic.
 - B. listen attentively to what the teacher has to say about her work in the Arctic and then continue with the original set of questions as planned.
 - C. incorporate into the interview several questions aimed at eliciting more information about the teacher's work in the Arctic.
 - D. ask the teacher whether she prefers to complete the planned interview or spend more time discussing her work in the Arctic instead.
13. The results of a poll are most likely to be an accurate reflection of attitudes of the target population when
- A. the poll questions have been developed by members of the target population.
 - B. individuals who are surveyed have a good understanding of basic polling methods and functions.
 - C. the poll has been conducted over a relatively extended period of several days or weeks.
 - D. individuals who are surveyed comprise a representative sample of the target population.
14. What type of design element is generally used to develop variety and interest in a yearbook or magazine?
- A. point size
 - B. signatures
 - C. cutlines
 - D. graphics

15. Which photo description best illustrates the news values of conflict and proximity in the context of a high school newspaper?

- A. student cars in a police lot after they were impounded for illegal parking at school
- B. cheerleaders performing a difficult pyramid at a football game
- C. students in mathematics class working on computers
- D. a student receiving an award for academic honors at a National Honor Society meeting

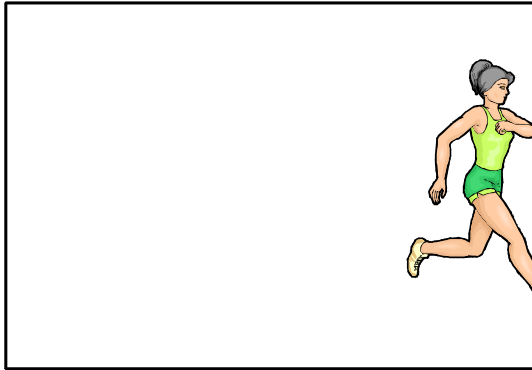
16. Which photo has been cropped effectively for use in a square space?



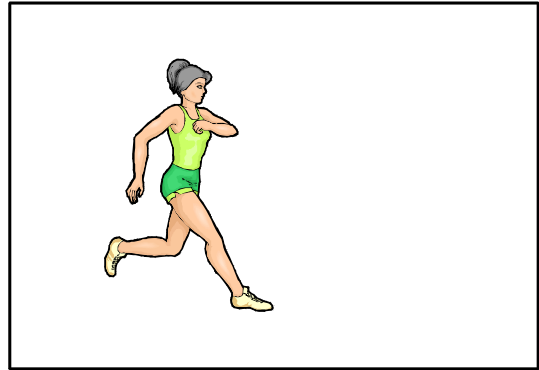
- A. I
- B. II
- C. III
- D. IV

17. In a photojournalism class, students are learning how to use the "Rule of Thirds" in composing photographs. Which example best demonstrates proper placement of the main element in accordance with this rule?

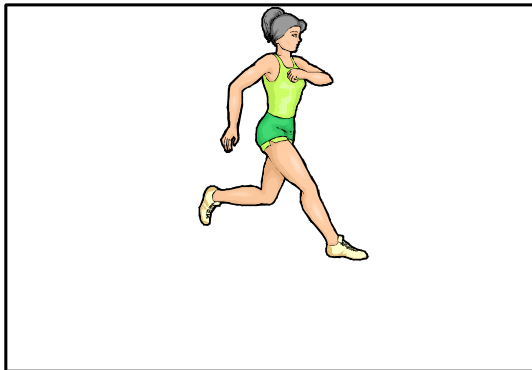
A.



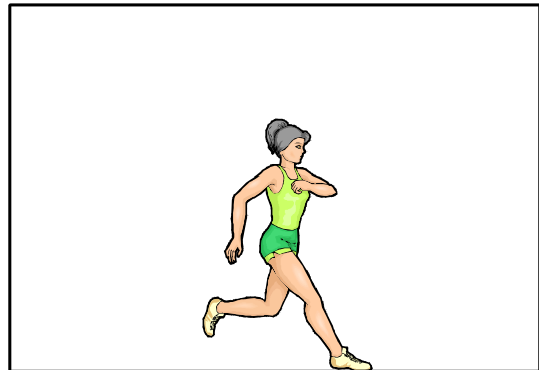
B.



C.



D.



18. Planning individual yearbook pages and determining coverage for spreads are responsibilities of the

- A. section editors.
- B. publicity staff.
- C. writers.
- D. illustrators.

19. Which type of software can translate scanned text into editable text?

- A. database
- B. optical character recognition
- C. spreadsheet
- D. computer-aided drafting

-
-
20. Which of the following is a component of the production flow process?
- A. conducting interviews
 - B. assigning stories
 - C. sending product to the printer
 - D. brainstorming story ideas
21. Identify the 1947 publication that recommended guidelines related to the role of the press in a democratic society and urged journalists to report "the truth about the fact."
- A. *A Free and Responsible Press* by the Hutchins Commission
 - B. *The Media Monopoly* by Ben Bagdikian
 - C. *News Reporting and Writing* by Melvin Mencher
 - D. *David Walker's Appeal* by Peter P. Hinks
22. In the field of broadcast journalism, Ted Turner is best known for
- A. launching the first cable television station to broadcast news 24 hours a day.
 - B. creating the position of the news anchor who is primarily responsible for reading the nightly news.
 - C. introducing the coverage of sports as a regular segment of the nightly newscast.
 - D. founding and serving as the first president of CBS.
23. While interviewing the school principal for a story, a student reporter operates an audiotape recorder hidden in her backpack. She does not tell the principal she is audiotaping the interview. The reporter's actions constitute
- A. invasion of privacy.
 - B. disruption.
 - C. appropriation.
 - D. spreading falsehoods.

-
-
24. The adviser to a student-published newspaper copies several articles from national magazines to show student reporters examples of excellent journalism. According to copyright law, the adviser does NOT need to obtain permission to copy the articles because
- A. magazine articles generally cannot be copyrighted.
 - B. the wide circulation of the articles makes them part of the public domain.
 - C. nonprofit organizations do not have to obtain permission to use copyrighted material.
 - D. this use of copyrighted material falls under the fair use doctrine.
25. Which is the best example of a student editor of a student-produced newspaper applying the ethical principle of seeking truth and reporting it?
- A. The editor insists that all reporters be able to verify the accuracy of their news stories before they are printed.
 - B. The editor refuses to accept an advertisement from the owner of a business who is the subject of a story.
 - C. The editor includes critical letters and e-mails from readers among the letters that are selected to be printed in the newspaper.
 - D. The editor refuses to publish the names of several students who have been accused by another student of cheating on an exam.
26. The most relevant factor to consider when formulating an editorial policy is the
- A. reaction of the publication's audience to the policy.
 - B. editorial staff's understanding of the policy's purpose.
 - C. controversial nature of the policy.
 - D. number of staff members who will be governed by the policy.
27. Which of the following departments in a private corporation would offer career opportunities that best match the qualifications of a journalism major who has experience in both print and broadcast media?
- A. public relations
 - B. finance
 - C. research and development
 - D. human resources

-
-
28. Using the advertisement rate of \$2.50 per column inch, calculate the cost of a print advertisement 3 columns wide, 5 inches high.
- A. \$30.50
 - B. \$37.50
 - C. \$40.50
 - D. \$47.50
29. On October 8, the student newspaper received a \$10 check for a manufacturer's rebate on the USB drives bought September 7. Which of the following columns will be left blank when the rebate is logged on the balance sheet?

Balance Sheet for Student Newspaper

Date	Income	Expenditure	Description	Balance
9/1	\$2700.00		Funding from school	\$2700.00
9/6	200.00		Media Ad Agency	2900.00
9/7		\$ 37.00	2 USB drives	2863.00
9/12	56.55		PTO donation	2919.55
9/23		199.00	Upgrade software	2720.55
9/30		300.00	Print Issue No. 1	2420.55

- A. description
 - B. income
 - C. expenditure
 - D. balance
30. An advertising policy for a publication should include identification of
- A. quality standards for photographs.
 - B. the managing editor's role in decision making.
 - C. personnel who will occupy key positions of leadership.
 - D. standards of acceptability for copy.

Answer Key

Question Number	Correct Response	Competency
1.	D	1
2.	B	1
3.	B	1
4.	B	1
5.	C	1
6.	D	2
7.	A	2
8.	A	3
9.	B	3
10.	D	3
11.	C	4
12.	C	4
13.	D	4
14.	D	5
15.	A	5
16.	C	5
17.	B	5
18.	A	6
19.	B	6
20.	C	6
21.	A	7
22.	A	7
23.	A	8
24.	D	8
25.	A	8
26.	B	8
27.	A	9
28.	B	10
29.	C	10
30.	D	10



Annotated Bibliography

The annotated bibliography that follows includes basic references that you may find useful in preparing for the exam. Each resource is linked to the competencies and skills found in Section 4 of this guide.

This bibliography is representative of the most important and most comprehensive texts pertaining to the competencies and skills. The Florida Department of Education does not endorse these references as the only appropriate sources for review; many comparable texts currently used in teacher preparation programs also cover the competencies and skills that are tested on the exam.

1. Black, J., Steele, B., & Barney, R.D. (1999). *Doing ethics in journalism: A handbook with case studies* (3rd ed.). Boston: Allyn & Bacon.
Emphasizes the connection between excellent and ethical journalism. Uses case studies to help students analyze and incorporate the code of ethics developed by the Society of Professional Journalists. Useful for review of competencies 3, 5, and 8.
2. Boshier, W.C., Jr., Kaminski, K.R., & Vacca, R.S. (2004). *The school law handbook: What every leader needs to know*. Alexandria, VA: Association for Supervision and Curriculum Development.
Presents legal and practical analyses of scenarios in five areas: the school environment, constitutional issues, students, personnel, and accountability. Useful for review of competency 8.
3. Brooks, B.S., Kennedy, G., & Moen, D.R. (2007). *Telling the story: The convergence of print, broadcast, and online media* (3rd ed.). Boston: Bedford/St. Martin's.
Stresses the fundamentals of beat-driven stories for print, broadcast, and online news reporting and writing. Prepares students for the realities of today's newsroom with coverage of online journalism, citizen journalism, and media convergence and new technology. Useful for review of competencies 1, 3, and 4.

-
-
4. Fellow, A.R., & Clanin, T.N. (2007). *Copy editors handbook for newspapers* (3rd ed.). Englewood, CO: Morton Publishing.
Provides the fundamentals of copy editing and page design. Useful for review of competencies 1 and 2.
 5. Ferguson, D.L., & Patten, J. (1998). *Journalism today: Teacher's workbook* (5th ed.). Lincolnwood, IL: National Textbook Company.
Discusses the history and responsibilities of the mass media; the gathering, writing, and presentation of news; and the future of journalism as technology changes. Useful for review of competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.
 6. Fowler, H.R., & Aaron, J. (2007). *The Little, Brown handbook* (10th ed.). New York: Pearson Longman.
Reliable and thorough coverage of the basics of writing, grammar, research, and documentation. Also discusses critical reading and writing in academic situations, study skills, argument, computers and the Internet, and oral presentations. Contains updated technology information on Web logs and finding images. Useful for review of competencies 1 and 2.
 7. Goldstein, N. (Ed.). (2007). *The Associated Press stylebook and briefing on media law*. New York: Basic Books.
The definitive reference for news writing. Defines usage, spelling, and grammar guidelines for journalists and editors, with sections on media law, guides for punctuation and bibliographies, and specialized glossaries for business and sports writing. Useful for review of competencies 1 and 2.
 8. Hall, H.L. (2003). *High school journalism*. New York: Rosen Publishing Group.
Covers a brief history of American journalism, the duties of a journalist, styles of writing, parts of a newspaper, newspaper and yearbook design, photography, and careers in journalism. Useful for review of competencies 1, 2, 3, 4, 5, and 7.

-
-
9. Harrower, T. (2008). *The newspaper designer's handbook* (6th ed.). New York: McGraw-Hill Higher Education.
A guide to every aspect of newspaper design from basic page layout to complex infographics. Teaches how to manipulate photos, headlines, and text; create charts, maps, and diagrams; design attractive photo spreads; add effective sidebars to complex stories; create engaging feature page designs; work with color; and redesign a newspaper. Useful for review of competency 5.
 10. Herrick, D.F. (2003). *Media management in the age of giants: Business dynamics of journalism*. Ames, IA: Iowa State Press.
Covers business and financial issues critical for new journalists and more seasoned practitioners in management. Useful for review of competencies 6, 9, and 10.
 11. Kovach, B., & Rosenstiel, T. (2007). *The elements of journalism: What newspeople should know and what the public should expect*. New York: Three Rivers Press.
Covers accuracy and verification, the watchdog function of the press, and the negative effects of technology and megacorporate ownership. Useful for review of competencies 2, 3, and 4.
 12. Mencher, M. (2008). *News reporting and writing* (11th ed.). New York: McGraw-Hill Higher Education.
Fundamentals of news reporting and writing for both print and electronic media. Useful for review of competencies 1, 2, 3, 4, 5, 8, and 9.
 13. Murray, M.D., & Moore, R.L. (2003). *Mass communication education*. Ames, IA: Iowa State Press.
A definitive overview of how mass communication and journalism are taught in colleges and universities in America. Useful for review of competencies 6 and 9.
 14. Osborn, P. (1998). *School newspaper adviser's survival guide*. West Nyack, NY: Center for Applied Research in Education.
Ranges from organizing staff, workspace, and production details to training students in good news writing style and the journalistic approach. Useful for review of competencies 6 and 8.

-
-
- 15.** Pavlik, John V. (2001). *Journalism and new media*. New York: Columbia University Press.
Covers storytelling techniques, ethics, business, education, and reader interactivity. Also addresses issues related to electronic newsgathering, Internet resources, and the impact of technological innovations on the profession. Useful for review of competencies 8 and 9.
 - 16.** Rosenstiel, T., & Mitchell, A. (2003). *Thinking clearly: Cases in journalistic decision-making*. New York: Columbia University Press.
Case studies on ethics and excellence in journalism. Useful for review of competencies 1 and 3.
 - 17.** Traudt, P. (2005). *Media, audiences, effects: An introduction to the study of media content and audience analysis*. Boston: Pearson Allyn & Bacon.
A framework for understanding the relationship between media and society. Covers television violence, gender and ethnicity, sexuality and pornography, and advertising bans. Useful for review of competencies 1, 3, and 9.
 - 18.** Stovall, J.G. (2005). *Journalism: Who, what, when, where, why and how*. Boston: Pearson Allyn & Bacon.
A comprehensive introduction to the field with practical instruction in the fundamental practices of journalism. Useful for review of competencies 1, 4, 5, 6, 7, and 8.
 - 19.** Stovall, J.G. (2006). *Writing for the mass media* (6th ed.). Boston: Pearson Allyn & Bacon.
A workbook-style text that introduces and explains the major forms of media writing for print, broadcast media, advertising, and public relations. Covers electronic media. Useful for review of competencies 1, 2, and 10.
 - 20.** Zelezny, J.D. (2004). *Communications law: Liberties, restraints, and the modern media* (4th ed.). Belmont, CA: Wadsworth.
Covers core topics related to the media and the U.S. legal system, including the First Amendment, shield laws, libel and slander, obscenity, the Federal Communications Commission, and the Freedom of Information Act. Useful for review of competency 8.



Additional Information

Please visit the following Web site to review FTCE registration details and to find additional FTCE information, including test locations and passing scores.

<http://www.fldoe.org/asp/ftce>

