



Michigan

TEST FOR TEACHER CERTIFICATION
STUDY GUIDE

03 Journalism



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PART 1: General Information About the MTTC Program and Test Preparation

The first section of the study guide is available in a separate PDF file. Click the link below to view or print this section.

[General Information About the MTTC Program and Test Preparation](#)

PART 2: Test Objectives and Sample Test Questions

INTRODUCTION

This section includes a list of the test objectives, immediately followed by sample test questions and an answer key for the field covered by this study guide.

Test Objectives

As noted, the test objectives are broad, conceptual statements that reflect the knowledge, skills, and understanding an entry-level teacher needs in order to teach effectively in a Michigan classroom. Each field's list of test objectives represents the **only** source of information about what a specific test will cover and, therefore, should be studied carefully.

The test objectives are organized into groups known as "subareas." These subareas define the major content areas of the test. You will find a list of subareas at the beginning of the test objective list. The percentages shown in the list of subareas indicate the approximate weighting of the subareas on the test.

Sample Multiple-Choice Test Questions

The sample multiple-choice test questions included in this section are designed to give the test-taker an introduction to the nature of the test questions included on the MTTC test for each field. The sample test questions represent the various types of test questions you may expect to see on an actual test; however, they are **not** designed to provide diagnostic information to help you identify specific areas of individual strengths and weaknesses or predict your performance on the test as a whole. Use the answer key that follows the sample test questions to check your answers.

To help you identify which test objective is being assessed, the objective statement to which the question corresponds is listed in the answer key. When you are finished with the sample test questions, you may wish to go back and review the entire list of test objectives and descriptive statements once again.

TEST OBJECTIVES

Subarea	Approximate Percentage of Questions on Test
Mass Media and Communication	23%
Writing, Editing, and Reporting	33%
Graphics, Design, and Production of Media	22%
Student Press and Publications	22%

MASS MEDIA AND COMMUNICATION

Understand the history and evolution of mass media.

Includes significant people and events in mass media history; the history and evolution of print journalism and its contributions to U.S. society; major events in the development of television and radio broadcasting and the Web; and ways that electronic media, including the Internet, have changed journalism.

Understand the functions, limitations, and influence of media and journalists.

Includes the role of the press in this country and the role that news media plays in a democratic society; the journalist as gatekeeper in society; the journalist's role as reporter and as commentator on social issues; and the meaning of and limitations on freedom of the press, including the media's self-imposed limitations.

Analyze ethical issues and legal rights and responsibilities related to media.

Includes the application of the First Amendment to print and electronic media; the pursuit of truth and accuracy; issues related to censorship, libel, privacy, obscenity, and the protection of sources and the way these issues can influence journalistic decisions; laws and precedents concerning copyright and plagiarism; the effects of Supreme Court decisions related to scholastic journalism (e.g., *Tinker v. Des Moines*; *Hazelwood v. Kuhlmeier*); and issues related to bias, objectivity, persuasion, and propaganda.

Identify career opportunities in mass media.

Includes knowledge of the various occupations and positions available in media (e.g., advertising, broadcasting, photojournalism, graphics, and public relations); ways to help students identify the personal characteristics suited for careers in journalism or related fields; and the guidance of students in the creation of a career portfolio of their work.

WRITING, EDITING, AND REPORTING

Understand forms of writing for print and broadcast journalism.

Includes characteristics and functions of straight news writing, feature writing, opinion writing, and news analysis; methods of story organization (e.g., inverted pyramid, chronological); and characteristics of various lead formats (e.g., summary, feature).

Understand techniques of writing for print and broadcast journalism.

Includes principles for creating headlines; the uses of accurate quotations, appropriate paraphrasing, and suitable attribution; the importance of using multiple sources; and ways in which language use, angle, and style are matched for an intended audience.

Apply elements of journalistic style and editing skills.

Includes copy editing for accuracy, content, and style; applying grammar, spelling, punctuation, usage, diction, and other language conventions correctly; and understanding how word processing technology can be used for editorial purposes (e.g., manipulating text, spell checking).

Understand the news values that influence media decisions.

Includes the media's responsibilities to audiences; audience characteristics and expectations; the importance of specific characteristics of a story (e.g., impact, proximity, timeliness, prominence, uniqueness) for establishing news value; the difference between hard news and soft news; methods for fostering students' development of critical-thinking skills; and methods for critiquing and evaluating media.

Understand research sources and technologies.

Includes recognizing and evaluating sources of news; understanding the functions of news bureaus, press releases and conferences, and public relations activities; locating, assessing, and summarizing information from a variety of sources; comparing, contrasting, and evaluating different texts; applying techniques of on-line research; obtaining background information prior to an interview; and understanding ways in which journalistic endeavors (e.g., questioning, reporting, writing) are integrated.

Understand interviewing techniques.

Includes recognizing ways to listen and observe in order to understand and learn; recognizing a speaker's attitude, tone, and bias; taking and transcribing notes accurately; identifying strategies for conducting telephone and in-person interviews; and promoting students' effective use of oral and written literacy skills.

GRAPHICS, DESIGN, AND PRODUCTION OF MEDIA**Understand techniques and equipment for taking, processing, and editing photographs.**

Includes the characteristics and functions of photographic equipment; various photographic techniques; image processing; principles of photocomposition; criteria for selecting photographs (e.g., sound content, composition, technical qualities); the major functions of photographs in publications; cropping techniques; and caption/cutline writing principles.

Understand publication design and layout.

Includes the basic principles and elements of design (e.g., multiple points of entry, visual storytelling, packaging); types and styles of layouts (e.g., modular, columnar, grid) and the functions they serve; and ways to ensure consistency of design throughout a publication.

Understand characteristics and functions of visual elements.

Includes the functions of visual elements in print and electronic media design; the various uses of visual images and color; the use of graphic devices such as line, screen, art, and typography to communicate and emphasize a topic; procedures for generating computer graphics; and strategies for fostering students' visual literacy skills.

Understand uses of computer technology in media production.

Includes the use of electronic technology for the production of media; the uses of desktop publishing software; and the advantages and limitations of desktop publishing.

STUDENT PRESS AND PUBLICATIONS**Understand the evaluation, formats, and functions of student media.**

Includes methods for critiquing student media; formats for various student media; balanced coverage and content of student media; and functions of student media (e.g., inform, entertain, persuade, teach).

Understand planning and management for student media.

Includes editorial management and classroom management strategies; staff selection and media content that reflects the student population; collaborative efforts in the production process; the roles of student editorial boards; and student and district media policies.

Understand the role of business and advertising in media.

Includes typical expenses and revenue sources for media; managing budgets and marketing media products; methods for planning and implementing an effective advertising sales program; the role advertising plays in the production of media; types and functions of advertisements; and elements involved in designing advertisements and writing advertising copy.

Understand the roles and responsibilities of the student media adviser.

Includes helping students understand the power of the media and encouraging them to take responsibility for their learning and production of media; supporting students' First Amendment rights; promoting students' appreciation of and engagement in a wide variety of media; employing and modeling the use of technology as an essential component of learning and production of media; promoting collegiality with other journalism professionals; and recognizing the characteristics and functions of professional organizations (e.g., Michigan Interscholastic Press Association, Journalism Education Association, Student Press Law Center, Quill and Scroll).

SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

1. The development of satellite technology in the 1960s affected journalism most significantly by:
 - A. expanding the amount of television broadcast time that was devoted to news.
 - B. increasing the number of news-oriented television broadcast and cable channels.
 - C. providing reporters with greater access to research materials for their news stories.
 - D. facilitating live broadcasts of televised news reports from around the world.
2. For a thirty-minute local broadcast, a television news editor has a fixed amount of time set aside for commercials and a large number of news stories. Within these constraints, the editor's first responsibility is to:
 - A. balance local, regional, national, and international news coverage.
 - B. select the stories that are the most important and interesting to the local audience.
 - C. provide an appropriate balance of hard news stories and human interest reporting.
 - D. give equal news coverage to various groups within the community.
3. Which of the following situations could a journalism teacher cite to students as an example of plagiarism?
 - A. A teacher photocopies two chapters from a book, gives them to students, and makes them required reading.
 - B. A reviewer uses lengthy quotes from a book to illustrate several points of criticism in a review of the work.
 - C. A student copies a paragraph from a magazine article, inserts it into a report, and passes it off as his own writing.
 - D. A musician uses a piece of music for a paid performance without obtaining the permission of the composer.
4. To create the most effective portfolio of work samples, a student who wants to pursue a career as a writer or editor should be advised to select writings that represent his or her best efforts and:
 - A. feature interesting topics.
 - B. reveal a unique writing style.
 - C. show editors' revisions.
 - D. display versatility in writing.

5. Which of the following leads is written in a style that is appropriate for broadcast news?
- A. The president of a local bank was taken into police custody yesterday afternoon.
 - B. Terry Jones, the president of First Savings Bank, was arrested yesterday and charged with three counts of embezzlement and a separate fraud charge.
 - C. Seeing Terry Jones in handcuffs was a shock for people at First Savings Bank yesterday.
 - D. Yesterday afternoon police arrested Terry Jones, longtime president of First Savings Bank, on a variety of charges related to a failed business venture.
6. A council of leading economists releases the results of a study on changes in the cost of living in Michigan. To write an effective article about the study for a small-town newspaper, a reporter would most likely:
- A. request that one of the council's economists forecast future changes in the cost of living.
 - B. determine how changes in the cost of living have affected the newspaper's readers.
 - C. ask local business leaders to explain why the cost of living has changed for their customers.
 - D. investigate whether the government has any plans to reduce the cost of living.
7. An editor checking a story for use of the passive voice would be most likely to revise which of the following sentences?
- A. He would have accepted any position that allowed him to work in the city.
 - B. The request for further information was denied by the committee.
 - C. Several students are tutoring younger children in the after-school program.
 - D. The girl was concerned about the amount of money spent on the project.
8. Which of the following sentences needs to be revised to correct a grammatical error?
- A. While hiking through the forest, one of the campers sprained his ankle.
 - B. There will be additional copies of the textbook available next week.
 - C. It rained for an hour each morning, but all of the clouds vanished by noon.
 - D. My self-defense instructor saw my sister and I at the grocery store.

9. The news media's primary responsibility to its audience is to provide truthful and accurate information in support of:
- A. the public's need to know about international affairs.
 - B. the connections and commonalities that maintain national unity.
 - C. the public's right to know about events of interest and importance.
 - D. the principles and values that reflect community standards.
10. A student journalist gets an eyewitness account of a physical altercation that occurred following a high school tennis match. When assessing the credibility of the eyewitness, which of the following questions should the student journalist consider *first*?
- A. What level of self-interest does the eyewitness have in telling the story?
 - B. How willing is the eyewitness to repeat the account to authorities?
 - C. Does the eyewitness focus blame for the altercation on one person?
 - D. Are the friends of the eyewitness considered reliable people?
11. A reporter is gathering information for a feature story about men who were drafted to serve in the Vietnam War. Which of the following would be considered a primary source for this particular story?
- A. news stories about the Vietnam War
 - B. a military recruiter
 - C. a Vietnam-era veteran
 - D. books about the antiwar movement
12. When journalists plan to use interviews to gather information for a story, which of the following questions should they consider *first*?
- A. How quickly do I need to have this information?
 - B. What is it that I need to learn more about?
 - C. What types of questions will I need to ask?
 - D. Who can give me the information that I need?

13. When a photographer is working with a single-lens-reflex (SLR) camera, adjusting the f-stop will most significantly influence which of the following elements of a photograph?
- A. degree of brightness
 - B. lines of force
 - C. depth of field
 - D. size of images
14. An editor wants to maintain a consistent visual style throughout a student newspaper. Which of the following typographical decisions would most effectively address this goal?
- A. using fonts within one type family
 - B. setting all cutlines in extended type
 - C. using a novelty font for teasers
 - D. setting all headlines in small caps
15. Which of the following graphic processes can be most easily executed with a basic drawing software program?
- A. developing subtle color variations
 - B. maintaining accurate proportions
 - C. rearranging elements of the artwork
 - D. shading objects and facial features
16. One of the primary advantages of desktop publishing technology is that it allows student journalists to:
- A. gain access to on-line news services.
 - B. create camera-ready pages for a printer.
 - C. publish in several different languages.
 - D. use color graphics and photographs.
17. The adviser for a student newspaper arranges for an exchange of newspapers with other schools. This sort of exchange can be used most appropriately and effectively to help student journalists:
- A. obtain stories for their own paper.
 - B. develop competitive instincts for journalistic work.
 - C. find mistakes in other papers.
 - D. see different ways to present news in their paper.

18. When dealing with letters to the editor, student newspapers are most likely to have which of the following policies?
- A. The editorial board may edit a letter for length or good taste.
 - B. The faculty adviser must approve the publication of any letter.
 - C. Anonymous letters can be submitted and will be published.
 - D. Topics for letters must be related to the interests of school.
19. When selecting appropriate graphic elements to include in an advertisement, which of the following questions should a designer consider *first*?
- A. Does this element match the mood of the ad?
 - B. Will this element be memorable for the viewer?
 - C. Can this element be sized to fit in this ad?
 - D. Is creating this element cost-effective for this ad?
20. Which of the following is one of the primary functions of the Michigan Interscholastic Press Association?
- A. offering placement services for graduates with journalism degrees
 - B. promoting mentor relationships between professional and scholastic journalists
 - C. providing free legal representation to journalism advisers and students
 - D. giving journalism teachers, advisers, and students opportunities to exchange ideas

ANSWER KEY FOR THE SAMPLE MULTIPLE-CHOICE TEST QUESTIONS

Item Number	Correct Response	Objective
1.	D	Understand the history and evolution of mass media.
2.	B	Understand the functions, limitations, and influence of media and journalists.
3.	C	Analyze ethical issues and legal rights and responsibilities related to media.
4.	D	Identify career opportunities in mass media.
5.	A	Understand forms of writing for print and broadcast journalism.
6.	B	Understand techniques of writing for print and broadcast journalism.
7.	B	Apply elements of journalistic style and editing skills.
8.	D	Apply elements of journalistic style and editing skills.
9.	C	Understand the news values that influence media decisions.
10.	A	Understand research sources and technologies.
11.	C	Understand research sources and technologies.
12.	B	Understand interviewing techniques.
13.	C	Understand techniques and equipment for taking, processing, and editing photographs.
14.	A	Understand publication design and layout.
15.	C	Understand characteristics and functions of visual elements.
16.	B	Understand uses of computer technology in media production.
17.	D	Understand the evaluation, formats, and functions of student media.
18.	A	Understand planning and management for student media.
19.	A	Understand the role of business and advertising in media.
20.	D	Understand the roles and responsibilities of the student media adviser.