ENGLISH LANGUAGE ARTS

Journalism Publication and Production

Unit 3- Feature Writing & Sports Writing
Course Philosophy

**Publication and Production** consists of reading, writing, speaking, listening and media literacy skills. During instruction students will learn to use reading strategies that help them become effective readers. Some of these strategies include questioning the author, inferring, visualizing, synthesizing and learning multiple strategies to help students learn to monitor their reading comprehension. The media literacy skills will educate students in creating a variety of graphic designs as well as an emphasis on terminology. The **Publication and Production** course is designed to provide an opportunity for students to learn about the role and responsibilities of a journalist and the control of mass media. Journalists are the channels through which information flows and they are the interpreters of events. This recognition, paired with the desire to influence, can produce good campaigning journalists who see themselves as regulators for the people in society. There is a difference between the desire to influence events for your own sake, and the desire to do it for other people. You should never use journalism for selfish ends, but you can use it to improve the life of other people - remembering that they may not always agree with you on what those improvements should be. This idea of journalists defending the rights of ordinary people is a common reason for young people entering the profession. Curiosity is a natural part of most people's characters and a vital ingredient for any journalist. Students will research, organize, and verify information for accuracy and relevancy. They will develop creative ideas to present this information, and organize their work to meet deadlines. They will also market their publication in the school and in the larger community. The course is planned around universal themes and essential questions to encourage students to engage in deep meaningful discussions to socialize intelligence. The workshop model is employed so that all students can improve their skills and voice as writers. The teachers are trained and will instruct students using the workshop model philosophy with the use of the **“I DO, WE DO, YOU DO”** method of instruction. The Standards are designed to provide a clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support our students will be fully prepared for the future and to compete successfully in the global economy.

http://www.state.nj.us/education/modelcurriculum/ela/
# Methods of Instruction

**Teacher Coaching**

- Individual and collaborative problem-solving & decision-making

**Individual Instruction**

- Small group instruction

**Peer tutoring**

**Guest Speakers**

- Training manuals and Online tutorials

- Writing to learn

- Making thinking visible

- Note-taking

- Establishing metacognitive reflection & articulation as a regular pattern in learning

- Diagrams, charts, visuals and graphs

- Model (I Do), Guided Practice (We Do), Independent Practice (You Do)
# Pacing Chart – Unit 3

## RESOURCES


The Career and Technical Education Partnership of New Jersey (CTEP) [http://careertechpartners.org/](http://careertechpartners.org/)

Media Smarts [http://mediasmarts.ca/](http://mediasmarts.ca/)


Brooks Journalism [http://brooksjournalism.files.wordpress.com/2011/02/top10tips_in_sports_writing1.ppt](http://brooksjournalism.files.wordpress.com/2011/02/top10tips_in_sports_writing1.ppt)

| 8 weeks |
### Educational Technology Standards


<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Technology Operations and Concepts</strong></td>
<td>- Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources</td>
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<tr>
<td></td>
<td>- Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</td>
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<tr>
<td><strong>Creativity and Innovation</strong></td>
<td>- Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</td>
</tr>
<tr>
<td><strong>Communication and Collaboration</strong></td>
<td>- Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</td>
</tr>
<tr>
<td><strong>Digital Citizenship</strong></td>
<td>- Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</td>
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<td>- Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.</td>
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<td>- Compare and contrast policies on filtering and censorship both locally and globally.</td>
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<tr>
<td><strong>Research and Information Literacy</strong></td>
<td>- Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</td>
</tr>
<tr>
<td><strong>Critical Thinking, Problem Solving, Decision Making</strong></td>
<td>- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</td>
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</tbody>
</table>
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management. Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals. Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
<table>
<thead>
<tr>
<th>Career Ready Practices</th>
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<tbody>
<tr>
<td><strong>CRP12. Work productively in teams while using cultural global competence.</strong> Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Extra time for assigned tasks</td>
<td>• Extra Response time</td>
<td>• Precise step-by-step directions</td>
<td>• Teacher-made checklist</td>
</tr>
<tr>
<td>• Adjust length of assignment</td>
<td>• Have students verbalize steps</td>
<td>• Short manageable tasks</td>
<td>• Use visual graphic organizers</td>
</tr>
<tr>
<td>• Timeline with due dates for reports and projects</td>
<td>• Repeat, clarify or reword directions</td>
<td>• Brief and concrete directions</td>
<td>• Reference resources to promote independence</td>
</tr>
<tr>
<td>• Communication system between home and school</td>
<td>• Mini-breaks between tasks</td>
<td>• Provide immediate feedback</td>
<td>• Visual and verbal reminders</td>
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<tr>
<td>• Provide lecture notes/outline</td>
<td>• Provide a warning for transitions</td>
<td>• Small group instruction</td>
<td>• Graphic organizers</td>
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<tr>
<td></td>
<td>• Reading partners</td>
<td>• Emphasize multi-sensory learning</td>
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</tbody>
</table>

### Assistive Technology

- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading

- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention

- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization

- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

Interdisciplinary Connections:

The Journalism interdisciplinary concentration will teach you how to collect and write information regarding current events and trends, issues and people for publication in a newspaper, magazine or Web site. The curriculum emphasizes writing skills, but you will also learn about research, interviewing, editing, layout and design, and legal and ethical issues in journalism. A good journalist is one who is broadly educated. You are encouraged to enhance your education by pursuing interests in another discipline. For example, learning a foreign language might be the key to your career success. Do you want to pursue photojournalism or advertising layout? You should explore classes in the digital arts department. Are you deeply concerned about environmental issues? You might consider a minor in environmental studies. With an outside focus on economics or political science, your career opportunities would expand in those areas. As a journalism student, your academic and professional horizons are limited only by your imagination.
## Enrichment

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

### Enrichment Activities:

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
Methods of Assessment

Participation:

- brainstorming sessions
- critiques
- verification
- attendance at and reporting on school events

Performance assessments:

- Instructor’s observation of proper tool and material use
- Achievement of Civic and social standards through demonstrated workplace skills

Portfolio Assessment - Portfolio consists of:

- thumbnail assignments
- design rough drafts
- advertising sale documents
- Completed/proofed pages and spreads as assigned
- Completed departmental assignments, including, but not limited to, interviews, information sheets and planning guides
- any copy written for sections
### Essential Focus Questions:

- What are the journalistic styles of reporting and writing that are required to best represent different types of stories?
- How do I ensure that my researching and reporting are verifiable and factual?
- How does a reporter thoroughly prepare for an interview? What public speaking and note-taking skills are necessary for successful interviewing?

### Outcomes:

- Students will read and analyze a variety of types of interviews and news stories.
- Students will conduct research necessary for feature and sports writing, including writing interview questions.
- Students will complete mock interviews before completing field interviews.
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>CCSS:</strong></td>
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<tr>
<td>W.11-12.7, 8 RI.9-10.5, 6</td>
<td>Students will understand how news stories are structured and written including the following terms:</td>
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<tr>
<td>CPI 9.4.12.C.(2).1, 6</td>
<td>- Lead, Kicker</td>
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<td>- Nut Graph, Inverted pyramid style</td>
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<td>Students will write articles in a wide variety of styles for various purposes and specific audiences.</td>
<td>- Hour Glass Style Narrative style</td>
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<td>- Anecdotal Lead Beat</td>
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<td>- Transition Hard News vs. Soft News</td>
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<td>- Two-Source Rule Direct Quotation</td>
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<td>- Indirect Quotation Partial Quotations</td>
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<td>- Summary Lead 5 W’s and H</td>
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<td>- Block Style</td>
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<td>Students will explain the elements of news (e.g., conflict, consequence, human interest, prominence, proximity, timeliness)</td>
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<td>Students will select and use an appropriate journalistic style for writing to inform, entertain, persuade, and transmit cultural context and climate that includes:</td>
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<td>- short, focused sentences and paragraphs</td>
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<td>- varied word usage and descriptive vocabulary</td>
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<td>- active voice verbs</td>
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<td>- specific word choice to avoid jargon and vague language</td>
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<td>- effective headlines</td>
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<td></td>
<td>- creative leads</td>
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<td></td>
<td>- citation of sources</td>
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<tr>
<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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</table>
| **CCSS:**                  | ➢ Students will develop types of features: personality, news, human interest, occasional piece, historical feature, informative, seasonal, consumer report, how-to article, behind-the-scenes, shared experience, background.  
RI.9-10.5, 6 RI.9-10.6  
W.11-12.7, 8  
CPI 9.4.12.C.(2).6 
Students will write features articles and sports articles.  |
| **Skills, Strategies & Concepts:** | ➢ Understand and demonstrate feature writing techniques including:  
• Develop the meanings of four of the “w” words – who, what, when, and where, using examples in oral language and in text.  
• Read the first sentence of a news story to students. Give students cards with the “w” words on them. Ask them to hold up the right card when they hear their word used in the story.  
• Ask students to use the newspaper to find words and pictures that describe each “w” word.  
• Place them under the correct heading on a chart.  
• Develop an awareness of the text structure of a news story.  
• Demonstrate the inverted pyramid on a news story.  
• Ask students to draw an inverted pyramid over several news stories.  
• Discover the answers to who, what, where, when within the triangles.  
• Have students suggest the why or how of the story.  
• Understand and identify the different types of sports writing (examples).  
• Write a sports article.  |
RESOURCES FOR UNIT # 3


The Career and Technical Education Partnership of New Jersey (CTEP) http://careertechpartners.org/

Media Smarts http://mediasmarts.ca/

The American Press Institute http://www.americanpressinstitute.org/

School Journalism http://www.schooljournalism.org/

Newspapers in Education http://www.nieworld.com/

Brooks Journalism http://brooksjournalism.files.wordpress.com/2011/02/top10tips_in_sports_writing1.ppt
Feature stories are different from news stories in several ways. They generally are not late-breaking news, but cover subjects that are timely. They often present another way of looking at a current event. Feature stories do not follow the inverted pyramid style of writing. They may be written in different styles – and at times use a first- or second-person approach. Feature stories are “people”-oriented. They cover topics such as social trends, health and wellness, fashion, food, “slice of life” views of situations, travel stories, consciousness-raising stories, personality profiles and “behind the headline” stories. They are more descriptive than news stories.

**Student Learning Goals:**

a. identify the characteristics of feature writing.
b. discover the differences between feature writing and news writing.
c. select feature topics for the class newspaper.
d. write a feature story.

**Before you start:**

a. Help students think about interesting topics that might make good feature stories.
b. Ask students to suggest topics about current ideas or situations that interest them.
c. Write suggestions on the board.
d. Have students select the three topics they think would be most popular with many readers.

**Learning Activities:**

1. Explain the differences between feature stories and news stories.
2. Read examples of each to the children. Discuss similarities and differences.
3. Ask children to tell a story in feature story format.
4. Guide students to select an appropriate topic for their feature stories. List some of the ideas on the board.
Learning Activities:
1. Compare news writing and feature writing. Establish the following comparison:
   
<table>
<thead>
<tr>
<th>CONTENT BEGINNING</th>
<th>MIDDLE</th>
<th>ENDING</th>
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<tbody>
<tr>
<td>NEWS</td>
<td>STORY</td>
<td></td>
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<tr>
<td>5Ws</td>
<td>NEWSWORTHY</td>
<td>4 Ws</td>
</tr>
<tr>
<td>FEATURE</td>
<td>STORY</td>
<td>NARRATIVE OR EXPOSITORY</td>
</tr>
<tr>
<td>CATCHY, EXCITING SEQUENCES</td>
<td></td>
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<tr>
<td>INFORMATION</td>
<td>REACHES CONCLUSION</td>
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</table>
   
2. Divide students into groups. Have the groups locate feature stories in the newspaper. Remind them that news stories and opinion columns are not feature stories.

3. Ask students to share findings; list topics of the features on the board.

4. Let students read the opening paragraphs of several feature stories. Compare these with the lead paragraphs of news stories.

5. Have students locate and share examples of such feature writing techniques as descriptive words and phrases, colorful language, idioms, or first- and second-person viewpoints.
SAMPLE ACTIVITIES/LESSON STARTERS

Journal or Blog Lesson Plan

☐ Read newspaper and magazine articles of varying complexities.
☐ Analyze and evaluate stories for news elements, accuracy, balance, fairness, proper attribution and truthfulness or credibility.
☐ Notice and comment on form, shape, and style of writing.
☐ Appreciate and notice the use of language precision and, when appropriate, humor of reporters.

Students will create a personal blog (using free blogging software) or use a pen & paper journal (if technology access is limited).

Directions:
1. Each day you will visit an approved news site and quickly browse the news to select the top three news stories (in your opinion).
2. Once you have your stories, go to your blog and start a new post (include the date in post title).
3. In your post list the top three news stories (headline only), and select one to analyze and identify the news elements. In your analysis, comment on the lead, the organization and the writing style. In addition to identifying the news elements, provide a brief explanation for your choices.

Approved news sources:

USA Today: http://www.usatoday.com
CNN: http://www.cnn.com
NBC News: http://www.nbcnews.com/
ABC News: http://abcnews.go.com/
CBS News: http://www.cbsnews.com/
News and Observer: http://www.newsobserver.com/

Additional resources at http://www.schooljournalism.org/
1. Write about players and teams, not about games. When school papers come out once every four to six weeks, stories about individual games a month earlier serve little purpose and in fact are a waste of space. You can write about groups of games in one story, but look for trends or common threads: Strong defense? Injuries? Unexpected stars? EXCEPTION: The school’s biggest rivalry, or a regional or state championship match, could merit its own story, although not overly long.

2. When writing about players, always identify them by class in school and position on team. Don’t say “John Smith” when you can say “senior tackle John Smith,” and don’t say “Sue Jones” when you can say “sophomore goalkeeper Sue Jones.” And don’t use double-digit numbers to refer to either grade in school or year of graduating class.

3. Keep up with team statistics and use them frequently in stories. Find out who keeps the scorebooks for various sports, and review the stats often. Also, always know where your team ranks in the conference, district, region and state, based on records and/or local polls, but tell the reader when the ranking was noted (“As of late October…,” “With half the season in the books…”)

4. Keep up with individual statistics and use them frequently in stories. If a player sets or ties a school or local record, note it in a story. Maybe highlight it as its own story. Be sure your coaches and/or athletic director inform you when an athlete or team ties or breaks a record.

5. Know sports writing style: scores are numerals separated by hyphens (12-6, not 12 to 6); team records are numerals separated by hyphens (8-2, not 8 and 2); winning scores always come first, even if your school did not win the contest (your team lost 12-6, not 6-12). Spell your opponents’ school name and nickname or mascot correctly. Use sports terms that apply to specific sports occasionally. You do not have to define them. However, don’t use words or phrases that are obscure or not widely known.

6. Make sure your sports stories are the last stories turned in before deadline. This is so the stories can contain the most up-to-date records, standings, etc. If you refer to a team’s record, always insert a disclaimer that indicates to the reader when the story was written (“The team’s record as of late October…,” “The conference record going into the final week of the season…”)

7. If you are writing about a team, watch the team practice and watch the team play. You must be present to know what happened, and you must take notes on what you are watching. You cannot write a good sports story on the basis of what someone tells you from memory. And you must be willing to spend some time after the matches to talk to participants.
8. If you are doing a profile on an athlete, watch that person at practice and watch that person in competition. See above.
9. Look for opportunities to do sports feature stories that are not tied directly to games. These might include stories about student trainers, the pre-season tryout process, different coaching philosophies, different training regimens and typical practices, seniors playing in their last games, why benchwarmers persist in trying out for teams when they know they won’t get much playing time. Also, write about students who excel in outside sports (club soccer).
10. Sports writing can be more flexible than news or feature writing, but remember that even in sports writing a clear distinction exists between reporting and commenting. If you are writing your own opinion about a team or a sport or a sports issue, that is commentary. If you are writing an article about how the team is doing, or a profile on an athlete, remain as objective as possible.

SPORTSWRITING RULE:

- NEVER be a cheerleader for your teams on the sports pages.
- NEVER write about “our” team, write about “the” team.
- NEVER congratulate a team or an athlete in your sports stories.
- NEVER end a story like this: “The Fighting Lions will undoubtedly be the winners and will achieve anything they set out to do. So let’s all go out and support the Lions!!”

Additional resources at http://brooksjournalism.files.wordpress.com/2011/02/top10tips_in_sports_writing1.ppt