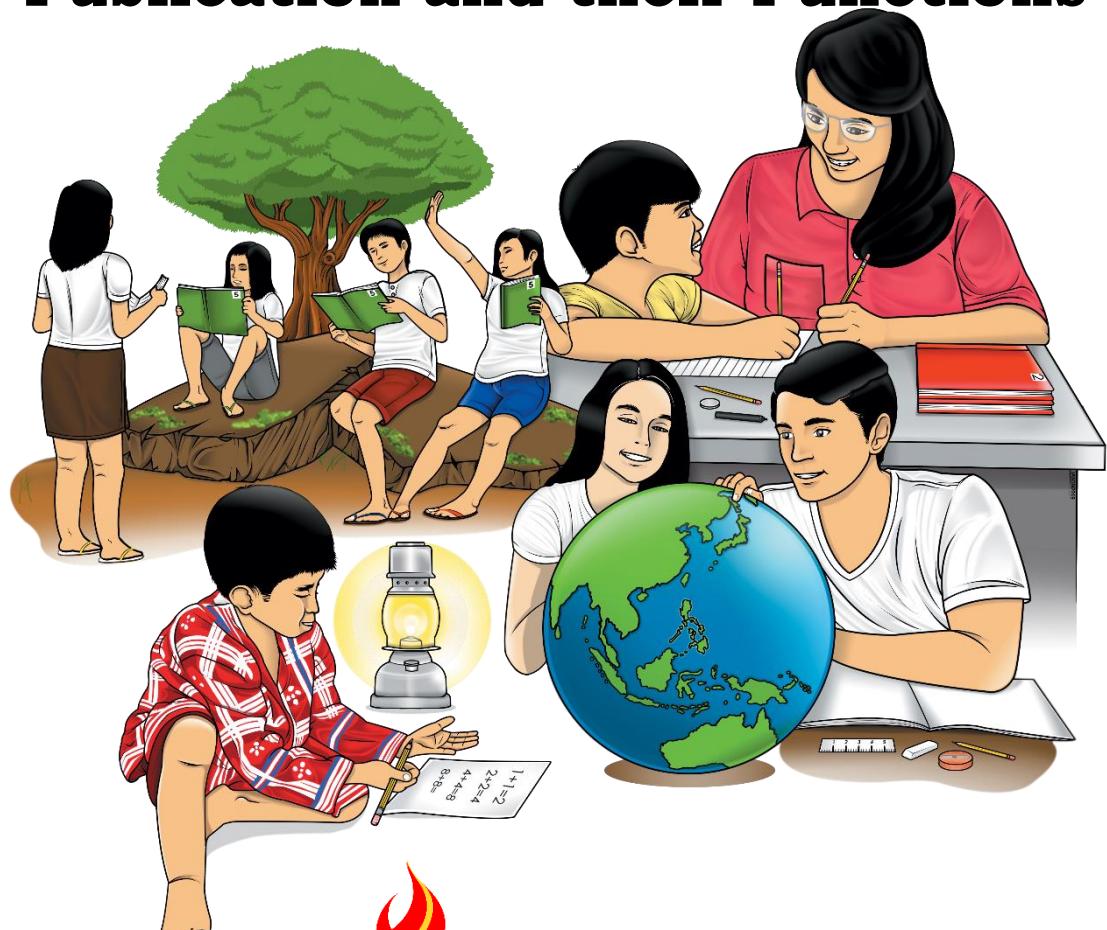


Special Program in Journalism

Quarter 1 – Module 2:
Identifying the Staff of the School
Publication and their Functions



Special Program in Journalism – Grade 5

Alternative Delivery Mode

Quarter 1 – Module 2: Identifying the Staff of the School Publication and their Functions

First Edition, 2024

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5

Special Program in Journalism

**Quarter 1 – Module 2:
Identifying the Staff of the
School Publication and their
Functions**

Introductory Message

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.



What I Need to Know

In this module, you will learn how to identify and explain the duties of each staff of the school publication.

Lesson:

- Identifying the staff of the school publication

Competency: Identify the characteristics and elements of news

(SPJ5RJJ-Ih-12)

After going through this module, you are expected to:

1. enumerate the staff of the school publication;
2. explain the duties of each staff of the school publication



What I Know

Directions: Identify the position that each staff holds or can hold as described in each item then write the letter of the correct answer on your answer sheet.

____ 1. Jeannette is the best in her English class and loves to answer crossword puzzles. Most of her classmates ask her help in correcting their grammar and spelling. What do you think is the best position she should hold in their school publication?

A. Copyeditor C. News Editor
B. Features Editor D. Sports Editor

____ 2. Josh loves watching games. Although he does not take down notes, he remembers every detail about the games. His teacher believes he could be a very good _____.

A. Column Writer C. Features Editor
B. Editor-In-Chief D. Sports Editor

____ 3. Sean enjoys reading and watching news about current issues affecting the people. His dad oftentimes sees him shouting and reacting whenever he reads or watches news about corruption. When he joined the screening for the editorial board, he was the top pick to be _____.

A. Cartoonist C. Features Editor
B. Columnist D. Sports Editor

____ 4. He is the member of the school publication who handles all drawing tasks.

A. Editor-In-Chief C. Layout Artist
B. Features Editor D. Sports Editor

____ 5. If Pauleen excels in doing investigatory projects, loves taking care of the environment and can put them into writing, she can function best as _____.

A. Columnist C. Sci-Tech Editor
B. Features Editor D. Sports Editor

____ 6. The staff who handles distribution of the school paper.

A. Circulation Manager C. Features Editor
B. Columnist D. Photojournalist

____ 7. Whenever there are events in the school, he is there ready to capture using his camera. He is ready to answer if you ask him about the latest gadget in editing pictures.

A. Cartoonist C. Sci-Tech Editor
B. Photojournalist D. Sports Editor

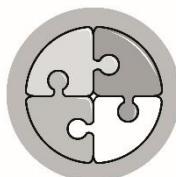
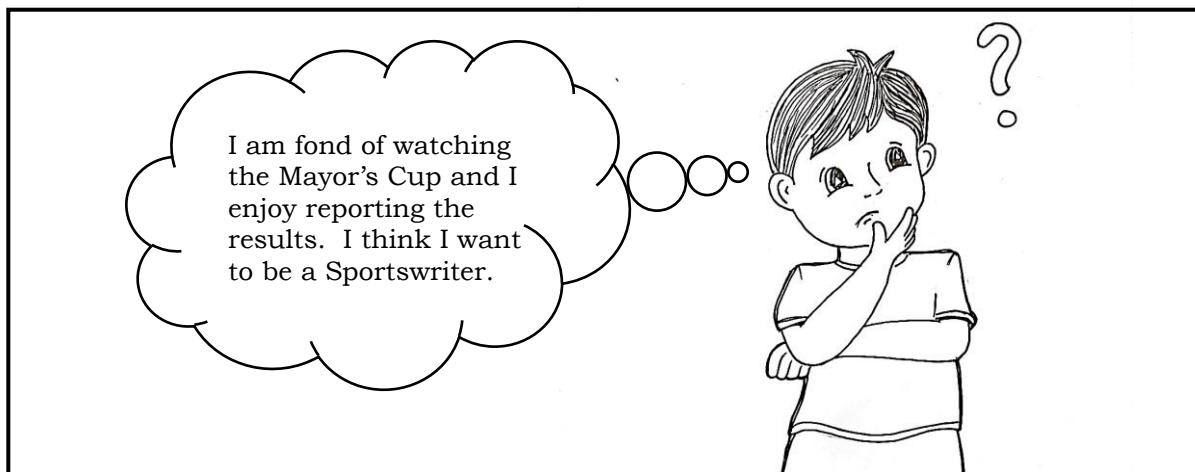
_____8. Kids who are artistic and have an eye on color combination could likely be a _____.
A. Editorial Editor C. Layout Artist
B. Feature Editor D. Sci-Tech Editor

_____9. The member of the editorial staff who is considered to have the highest position.
A. Associate Editor C. Editor-In-Chief
B. Columnist D. Features Editor

_____10. Gabriel assists the editor-in-chief in editing articles. He most likely handles the position of _____.
A. Associate Editor C. Features Editor
B. Copyreader D. Sports Writer

**Lesson
1**

Identifying the Staff of the School Publication and their Functions



What's In

Directions: Fill the box with the appropriate letter to complete the word.

1. It refers to a criterion of a quality newspaper instructs the writers to exert effort to print only the truth in all news statements.

a		c			a		y
---	--	---	--	--	---	--	---

2. Myra is a regular contributor of the school publication. Most of her articles deal with controversial subjects but she treats disputed issues with impartiality. Which criterion does she strictly observe?

		t		g		t	y
--	--	---	--	---	--	---	---

3. If Maryelle a writer, strictly protects all rights and privileges guaranteed by law, what quality of newspaper does she strictly observe?

1			d			h		p
---	--	--	---	--	--	---	--	---

4. Dante wrote an article which uses immature thinking and does not consider judgment in the public interest. What quality of newspaper is lacking in his article?

			p				b		1		t	y
--	--	--	---	--	--	--	---	--	---	--	---	---

5. Mr. Pagulayan, the publisher of Polaris always reminds his editorial board to guard against carelessness, biases or distortion of truth. What quality of newspaper is observed here?

		c		r		c	
--	--	---	--	---	--	---	--



Notes to the Teacher

As an enhancement activity, you may let the kids cut at least ten (10) different titles of articles. Let them classify the articles as to who will be in charge of checking them.



What's New

Do you know what your talent is? Something you are good at. Read the following story and see if you can relate to the characters.

Triple Treat

Thomas, Tommy and Tom are triplets. Although they were born a few minutes after the other and are all boys, they totally differ in their interests. They all excel in school and are all academic awardees. Being enrolled as grade 5 pupils at Hilaga Elementary School, the boys enjoy expressing their thoughts and ideas in writing.

Thomas enjoys working with nature. He always works outdoors and tries to understand how things work. From trees to rainbows, computers and robots, Thomas can write anything about them. Tommy on the other hand is a sporty boy. He enjoys playing basketball and volleyball. At home, he leads his two brothers in whatever games they play. Tom is different as well. He loves watching radio broadcasters, listens to issues about corruption in the government and has always something to say about it.

When Mr. Romulo Danao, the school paper adviser invited them to join the screening for the editorial staff of their school publication, Thomas, Tommy and Tom excitedly joined. Mr. Danao instructed them to write whatever interests them which they gladly did.

After a week, the results were posted. The triplets shouted with glee upon seeing their names and that each of them will be holding a position in the editorial staff of their school publication. Thomas is the Sci-Tech Editor, Tommy became Sports Editor and Tom became the Editor-In-Chief.

They all went home excitedly to inform their parents.

1. Who among the brothers enjoys watching and playing games?
2. What does Tommy love to do?
3. What position will Tom be handling in their school publication?
4. Who do you think will be editing the different articles among the three brothers?
5. How did the boys come to know of the screening for the editorial staff of the school publication?
6. Why do you think did Thomas become a Sci-Tech Editor?



What is It

In our past lesson, we have learned the different parts of the school publication. But have you ever asked yourselves who screens all the articles from the first page down to the last page? Can one person do it alone or will the school paper advisers to the job themselves? For every article to be screened and checked properly, there is indeed a need to delineate the functions of every staff in the Editorial Board.

In his book Campus Journalism for the New Generation, Gelly Alkuino emphasized that to maximize efficiency, by avoiding overlapping and of functions, the following duties are formulated and adopted:

1. Editor-in-Chief

- a. Supervises the editorial staff of the paper.
- b. Writes the editorials of the campus paper after consultation with the other members of the editorial staff.
- c. Edits all articles preparatory to submission of the same to the school paper adviser for final editing and approval for publication
- d. Supervises the preparation of the page designing in cooperation with the managing editor and the layout artist.
- e. Causes the accomplishment of all assignments properly and on time.
- f. Acts as liaison officer between the editorial staff and the adviser.
- g. Calls meetings of the staff in consultation with the school paper adviser.

2. Associate Editor

- a. Assists the editor-in-chief in editing articles.
- b. Writes editorials of the school paper when requested.
- c. Prepares assignments of sections editors in consultation with the editor-in-chief
- d. Cooperates in the preparation of the page designing with the editor-in-chief, managing editor and layout artist.

3. Managing Editor

- a. Brings articles and dummy to the printing press for typesetting
- b. Checks articles for typographical errors
- c. Assists the editor-in-chief and layout artist in page designing.
- d. Proofreads galley proofs before the final approval of the adviser for printing.

4. Section Editors

4.1 News Editor

- a. Assigns reporters to cover events for publication.
- b. Writes news articles on assignment from the editor-in-chief or through his own initiative in consultation with the latter.

- c. Edits all news articles before submitting them to the editor-in-chief.

4.2 Features Editor

- a. Gives out assignments to feature writers.
- b. Writes regular feature articles.
- c. Edits all feature articles received before submitting them to the editor-in-chief.

4.3 Sports Editor

- a. Gives out assignments to reporters to cover sports events.
- b. Writes articles unassigned to reporters.
- c. Edits all sports articles received before submitting them to the editor-in-chief.

4.4 Science and Technology Editor

- a. Gives out assignments to reporters to cover Science and Technology events.
- b. Writes regular Science and Technology features and opinions.
- c. Edits all Sci-tech articles received before submitting them to the editor-in-chief.

4.5 Layout Artist

- a. Helps the page designing of the school paper.
- b. Prepares editorial cartoons.
- c. Draws illustrations for features and other non-news articles.

4.6 Photojournalist

- a. Photographs events for publication.
- b. Prepares pictorial articles of the school paper in consultation with the managing editor and editor-in-chief.
- c. Writes captions of pictures utilized by the paper in cooperation with the editor-in-chief.
- d. Labels or properly identifies all pictures made available for publication. Any labeling, cropping or enhancement of the picture should be written in pencil at the back of the picture.

5. Circulation Manager

- a. Makes up a list of school papers sent by other schools.
- b. Mails copies of his own paper to these schools.
- c. Files their papers on a bulletin board or displays them on a newspaper rack.
- d. Distributes papers to school's constituents.
- e. Keep files of his school information, such as class lists and lists of homeroom advisers, faculty and staff members.

6. Copy Editor

- a. Checks facts, errors in grammar, spelling, punctuation, usage, organization and other errors of every article.

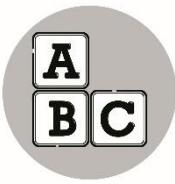
- b. Improves articles by writing effective leads and deleting editorialized and irrelevant materials.
- c. Writes headlines and decides its typography.
- d. Gives instruction to the typesetter regarding font type, font size to be used and the number of columns and ems.

7. Columnist

- a. Coordinates with the editor-in-chief about the issues that needs to be written.
- b. Writes opinions on certain issues affecting the readers.

8. Reporters

- a. Gather the cold and raw facts of an assigned event and writes an article out of the same.
- b. Receive assignments for the section editors and accomplish the same properly and on time.



What's More

Activity 1

Directions: Fill in the blanks with the correct answer.

Mrs. Cauilan, the adviser of The North Star, is trying to scout pupils who could possibly fill in the editorial staff. Upon interviewing, she found out the different interests of the pupils who joined the screening. She has the following pupils in mind: Kyle is the best candidate for (1) _____ since he is very good in the English grammar. He could write in various categories with minimal errors and has a very good leadership skills. Aeren, enjoys writing stories. She is very creative in presenting her ideas. She usually writes stories that touches the heart. She could possibly be a (2) _____. Michelle and Miguel are twins. They both love watching games and could relate them accurately to their classmates. The twin could best be (3) _____. Her pupil Miguel is described as walking scientist. He loves reading about the advancement in Science and Technology. Miguel can best be a (4) _____. Another kid she spotted is Isaiah. This kid is gifted in Arts. He loves drawing and can express his thoughts well through the drawings he makes. Isaiah can be the school publication's (5) _____.

Activity 2

Directions: Unscramble the letters in column A and match to find out who is responsible with the task opposite them.

A

1. TAPOJULHONOTRIS
2. SCATESOCIA TORIDE
3. TOLAYU STARTI
4. COILCITURNA GERMANA
5. GAMANING ROTIDE

B

Prepares pictorial articles of the school paper in consultation with the managing editor and editor-in-chief.	1. TAPOJULHONOTRIS
Prepares assignments of sections editors in consultation with the editor-in-chief	2. SCATESOCIA TORIDE
Draws illustrations for feature and other non-news articles.	3. TOLAYU STARTI
Keep files of his school information, such as class lists and lists of homeroom advisers, faculty and staff members.	4. COILCITURNA GERMANA
Brings articles and dummy to the printing press for typesetting	5. GAMANING ROTIDE



What I Have Learned

Directions: Let's check your understanding of the lesson by doing this activity. Write **T** if the statement is TRUE. Write **F** if it is FALSE.

1. The copy editor writes captions of pictures utilized by the paper in cooperation with the editor-in-chief.
2. The editor-in-chief assists the associate editor in taking pictures.
3. Bernardo enjoys watching sporting events and can relate them accurately to his classmates. He can best be a photojournalist.
4. The school editor-in-chief leads the editorial staff and checks the correctness of the articles.
5. The layout artist draws editorial cartoons too.



What I Can Do

Directions: Read the story carefully and identify the editorial staff in-charge of the task that needs to be done.

Mr. Pagulayan, the school paper adviser of Mataggu Elementary School collected all the articles coming from the various pupil-writers. He found out that most of the articles have errors. To whom should he assign the checking of articles with the following titles:

1. Sigiran booters crush Zigattu kickers, gain ticket to Regional Meet
2. Fun in the Sun
3. The Enchanting Gabur Gabur Falls
4. Cellphones in School: A Boon or Bane?
5. Zigattu City deploys more traffic enforcers to ease traffic



Assessment

Directions: Identify the position that each staff holds or can hold as described in each item then write the letter of the correct answer on your answer sheet.

_____ 1. Ezekiel is a die-hard fan of basketball and volleyball tournaments. He can accurately report every game he watches. What do you think is the best position Ezekiel should hold in their school publication?
A. Copyeditor C. News Editor
B. Features Editor D. Sports Editor

_____ 2. Olive topped the screening not only because of her intelligence in checking for errors but also for her leadership skills. What position was possibly given to her in the editorial staff?
A. Colum Writer C. Features Editor
B. Editor-In-Chief D. Sports Editor

_____ 3. Nicolai was sent to cover a certain event in the city. He brought with him a camera to use. What position does Nicolai hold?
A. Columnist C. Sports Editor
B. Features Editor D. Photojournalist

_____ 4. He is the member of the school publication who does the cartoons.
A. Editor-In-Chief C. Layout Artist
B. Features Editor D. Sports Editor

_____ 5. If Mico enjoys doing robotics and loves topics about the environment and can put them into writing, he can function best as _____.
A. Columnist C. Sci-Tech Editor
B. Features Editor D. Sports Editor

_____ 6. The staff who assists the Editor-in-Chief in checking the articles.
A. Associate Editor C. Columnist
B. Circulation Manager D. Photojournalist

_____ 7. Karen wrote a beautiful story about Michael, the orphan who sells balut at night just to finish his studies. Anybody could easily cry upon reading it. Karen is an effective _____.
A. Cartoonist C. Sci-Tech Editor
B. Feature Writer/Editor D. Sports Editor

_____ 8. Tofi is an artistic boy and has an eye on color combination. He could likely be a _____.
A. Editorial Editor C. Managing
B. Layout Artist D. Sci-Tech

_____ 9. He handles the distribution of school paper to the constituents.

A. Associate Editor C. Editor-In-Chief

B. Circulation Manager D. Features Editor

_____ 10. Mel does not like to handle a major position in the editorial board, but he enjoys being asked to cover events. He most is likely a _____.

A. Copyreader C. Reporter

B. Features Editor D. Sports Writer



Additional Activity

Directions: Evaluate yourself in terms of your interests and inclinations. If you were to vie for any of the positions in the editorial board, which one will you choose? Explain.



Answer Key

What I Know		What I Can Do		What's More		Assessment		What's In		Additional Activity		Answers Vary	
1. A	2. D	1. Sports Editor	2. Features Editor	1. Editor-in-chief	2. Features Editor	1. Sports Editor	2. Features Editor	1. Editor-in-chief	2. Features Editor	1. Sports Editor	2. Features Editor	1. A	2. B
2. B	3. C	3. Features Editor	4. Editor-in-chief	3. Features Editor	4. Editor-in-chief	3. Features Editor	4. Editor-in-chief	3. Features Editor	4. Editor-in-chief	3. Features Editor	4. Editor-in-chief	3. C	4. D
3. C	4. D	4. Editor-in-chief	5. News Editor	4. Editor-in-chief	5. News Editor	4. Editor-in-chief	5. News Editor	4. Editor-in-chief	5. News Editor	4. Editor-in-chief	5. News Editor	4. D	5. A
4. D	5. C	5. News Editor	6. Sports Editor	5. News Editor	6. Sports Editor	5. News Editor	6. Sports Editor	5. News Editor	6. Sports Editor	5. News Editor	6. Sports Editor	5. A	6. A
5. C	6. A	6. Sports Editor	7. Features Editor	6. Sports Editor	7. Features Editor	6. Sports Editor	7. Features Editor	6. Sports Editor	7. Features Editor	6. Sports Editor	7. Features Editor	6. A	7. C
6. A	7. C	7. Features Editor	8. Editor-in-chief	7. Features Editor	8. Editor-in-chief	7. Features Editor	8. Editor-in-chief	7. Features Editor	8. Editor-in-chief	7. Features Editor	8. Editor-in-chief	7. C	8. B
7. C	8. B	8. Editor-in-chief	9. Layout Artist	8. Editor-in-chief	9. Layout Artist	8. Editor-in-chief	9. Layout Artist	8. Editor-in-chief	9. Layout Artist	8. Editor-in-chief	9. Layout Artist	8. B	9. C
8. B	9. C	9. Layout Artist	10. Managing Editor	9. Layout Artist	10. Managing Editor	9. Layout Artist	10. Managing Editor	9. Layout Artist	10. Managing Editor	9. Layout Artist	10. Managing Editor	9. C	10. D
Learned		What I Have		Activity 2		Activity 1		Learned		Activity		Answers Vary	
1. F	2. F	1. F	2. F	1. F	2. F	1. F	2. F	1. F	2. F	1. F	2. F	1. F	2. F
2. F	3. F	2. F	3. F	2. F	3. F	2. F	3. F	2. F	3. F	2. F	3. F	2. F	3. F
3. F	4. T	3. F	4. T	3. F	4. T	3. F	4. T	3. F	4. T	3. F	4. T	3. F	4. T
4. T	5. T	4. T	5. T	4. T	5. T	4. T	5. T	4. T	5. T	4. T	5. T	4. T	5. T

Reference

Gelly Elegio Alkuino, Campus Journalism in the New Generation, 2011
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