MASS COMMUNICATION SPECIALIST (MC)

Module 1

PUBLIC AFFAIRS BASIC TRAINING MANUAL

NAVEDTRA 15010
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Sailor's Creed

"I am a United States Sailor.

I will support and defend the Constitution of the United States of America and I will obey the orders of those appointed over me.

I represent the fighting spirit of the Navy and those who have gone before me to defend freedom and democracy around the world.

I proudly serve my country's Navy combat team with honor, courage and commitment.

I am committed to excellence and the fair treatment of all."
THE UNITED STATES NAVY

GUARDIAN OF OUR COUNTRY
The United States Navy is responsible for maintaining control of the sea and is a ready force on watch at home and overseas, capable of strong action to preserve the peace or of instant offensive action to win in war.

It is upon the maintenance of this control that our country's glorious future depends; the United States Navy exists to make it so.

WE SERVE WITH HONOR, COURAGE, AND COMMITMENT
Tradition, valor, and victory are the Navy's heritage from the past. To these may be added dedication, discipline, and vigilance as the watchwords of the present and the future.
At home or on distant stations, we serve with pride, confident in the respect of our country, our shipmates, and our families.

Our responsibilities sober us; our adversities strengthen us.
Service to God and Country is our special privilege. We serve with honor.

THE FUTURE OF THE NAVY
The Navy will always employ new weapons, new techniques, and greater power to protect and defend the United States on the sea, under the sea, and in the air.
Now and in the future, control of the sea gives the United States her greatest advantage for the maintenance of peace and for victory in war.
Mobility, surprise, dispersal, and offensive power are the keynotes of the new Navy. The roots of the Navy lie in a strong belief in the future, in continued dedication to our tasks, and in reflection on our heritage from the past.

Never have our opportunities and our responsibilities been greater.
Center for Service Support

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PREFACE

About this course:

This is a self-study course. By studying this course, you can improve your professional/military knowledge, as well as prepare for the Navy-wide advancement-in-rate examination. It contains subject matter about day-to-day occupational knowledge and skill requirements and includes text, tables, and illustrations to help you understand the information. An additional important feature of this course is its reference to useful information in other publications. The well-prepared Sailor will take the time to look up the additional information.

By enrolling in this self-study course, you have demonstrated a desire to improve yourself and the Navy. Remember, however, this self-study course is only one part of the Navy training program. Practical experience, schools, selected reading, and your desire to succeed are also necessary to successfully round out a fully meaningful training program.

COURSE OVERVIEW: In completing this non-resident training course, you will demonstrate knowledge of the subject matter by correctly answering questions on the following subjects: The military postal service, designations and terminations, mail packaging and acceptance, domestic mail, international mail, registered mail, finance, handling and transportation, claims and inquiries, directory service, equipment and supplies, official mail, audits, reports and inspections.

THE COURSE: This self-study course is organized into subject matter areas, each containing learning objectives to help you determine what you should learn along with text and illustrations to help you understand the information. The subject matter reflects day-to-day requirements and experiences of personnel in the rating or skill area. Also, it reflects guidance provided by Enlisted Community Managers (ECMs) and other senior personnel, technical references, instruction, etc., and either the occupational or Naval standards, which are listed in Manual of Navy Enlisted Manpower and Personnel Classifications and Occupations Standards, NAVPERS 18068.

THE ASSIGNMENTS: The assignments that appear in this course are designed to help you understand the material in the text.

COURSE OBJECTIVE

The objective of this course is to provide Mass Communication Specialist (MC) with Public Affairs (PA) information.

INSTRUCTIONS FOR TAKING THE COURSE ASSIGNMENTS

The links and material that you are to study are included in each chapter. Study the material and links carefully before attempting to answer the questions. Pay close attention to tables and illustrations, and read the information in the links.
SELECTING YOUR ANSWERS

Read each question carefully, and then select the BEST answer. You may refer freely to the text. The answers must be the result of your own work and decisions. You are prohibited from referring to or copying the answers of others and from giving answers to anyone else taking the course.

SUBMITTING YOUR ASSIGNMENTS

To have your assignments graded, you must be enrolled in the course with the Non-Resident Training Course Administration Branch. Following enrollment, there are two ways of having your assignments graded:

- Use the Internet to submit your assignments as you complete them.
- Send all the assignments at one time by mail to CPPD, NRTC.

Grading on the Internet: Advantages to Internet grading are as follows:

- You may submit your answers as soon as you complete an assignment.
- You get your results faster.
- In addition to receiving grade results for each assignment, you will receive course completion confirmation once you have completed all the assignments.

To submit your assignment answers via the Internet, go to the following site:

https://www.courses.netc.navy.mil

Grading by Mail: When you submit answer sheets by mail, send all of your assignments at one time. Do NOT submit individual answer sheets for grading. Mail all of your assignments in an envelope, which you either provide yourself or obtain from your nearest Educational Services Officer (ESO). Submit answer sheets to the following:

Commanding Officer  
Center for Personal and Professional Development  
ATTN: VOLED Det. (NRTC)  
6490 Saufley Field Road  
Pensacola, FL  32509

Answer Sheets: Each course includes an answer sheet for your assignments. If you are going to mail in your answer sheets, please make copies of the included answer sheet. Explanations for completing the answer sheets are on the answer sheet.

Follow the instructions for marking your answer on the answer sheet. Be sure that blocks 1, 2, and 3 are filled in correctly. This information is necessary for your course to be properly processed and for you to receive credit for your work.
COMPLETION TIME

Courses must be completed within 12 months from the date of enrollment. This includes time required to resubmit failed assignments.

PASS/FAIL ASSIGNMENT PROCEDURES

You will be given the opportunity to resubmit failed assignments. You may resubmit failed assignments only once. Internet students will receive notification when they have failed an assignment; they may then resubmit failed assignments on the Web site. Internet students may view and print results for failed assignments from the Web site. Students who submit by mail will receive a failing result letter and a new answer sheet for resubmission of each failed assignment.

COMPLETION CONFIRMATION

After successfully completing this course, you can download a copy of your letter of completion on the NRTC Web site:

https://www.courses.netc.navy.mil
STUDENT FEEDBACK QUESTIONS

We value your suggestions, questions, and criticisms on our courses. If you would like to communicate with us regarding this course, we encourage you, if possible, to use e-mail. If you write or fax, please use a copy of the Student Comment form that follows this page.

For subject matter questions:

Contact the Center for Service Support, Newport, RI

Email: NWPT_CSS_RTM@navy.mil
Phone: 401-841-1057 or DSN 841-1057

For enrollment, shipping, grading, or completion letter questions:

Email: NRTC@navy.mil
Phone: Toll Free 1-877-264-8583
Comm: 850-452-1511
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FAX: 850-452-1370
(Do NOT fax answer sheets.)

ADDRESS:

Commanding Officer
Center for Personal and Professional Development
ATTN: VOLED Det. (NRTC)
6490 Saufley Field Road
Pensacola, FL 32509

Privacy Act Statement: Under authority of Title 5, USC 301, information regarding your military status is requested in processing your comments and in preparing a reply. This information will not be divulged without written authorization to anyone other than those within DOD for official use in determining performance.
Students' Comments

Course Title: Mass Communication Specialist (MC) Basic Module 1
NAVEDTRA: 15010 Date: _______________________

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Command/Unit: __________________________________________________________
Street Address: __________________________________________________________
City: ____________________________________________________________________
State/FPO: __________________________________________________________________
Zip: ______________________________________________________________________
Email Address: ___________________________________ DSN: ____________________

Your comments, suggestions, etc: ____________________________________________
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CHAPTER 1

THE NAVY MASS COMMUNICATION SPECIALIST

Learning Objective: Upon completing this chapter, you should be able to do the following:

— Identify the major tasks and responsibilities of the Navy mass communication specialist.
— Discuss the personal traits required for one to best perform the duties of an MC.
— Identify the applicable NECs.
— State the purpose of the MC Basic Nonresident Training Course (NRTC).

INTRODUCTION

To the young man or woman choosing a Navy career field, whether for one enlistment or for 30 years, the mass communication specialist (MC) rating offers endless avenues for an imaginative, yet mature, thinker.

The MC rating was born July 1, 2006, when the Navy officially merged four ratings – illustrator draftsman, lithographer, journalist and photographer’s mate. Each brought to the new rating a rich history and heritage as well as valuable skill sets.

Many of the duties and responsibilities of today’s mass communication specialist rank among Americans’ favorite hobbies and pastimes, such as writing, photography and graphic design. The Navy MC learns and practices a distinguished profession and is an official representative of the Navy in public affairs and visual information matters.

As public affairs and visual information experts, MCs present the story of America’s Navy to audiences in the Navy and to the rest of the world through a variety of mediums. MCs write and produce print and broadcast journalism news and feature stories for military and civilian newspapers, magazines, television and radio broadcast stations. They capture video and still imagery of military operations, exercises and other Navy events. They serve overseas, on ships, and at stateside commands as photographers, videographers, public affairs specialists, newspaper and magazine staff members, and TV and radio station staff and talent. MCs also create graphic designs in support of the public affairs mission, create and manage official websites, and perform high-speed, high-volume graphic reproduction.

MAJOR TASKS AND RESPONSIBILITIES

In our representative republic, government depends on the consent of the governed. This important principle means that, in the long run, the U.S. government does only what the people want it to do. Therefore, we can have a Navy only if the people know and understand the importance of the Navy and support it.

The Navy, like other services, depends on this country’s citizens for the four key tools of its trade — personnel, money, materials and the authority to carry out its mission. As a Navy MC, your main function is to make available the facts about your Navy to the Navy’s three main publics — the people at your command, Navy people in general and the people of the United States as a whole.
As written by the current Chairman of the Joint Chiefs of Staff and former Chief of Naval Operations Adm. Mike Mullen: “Effectively communicating with our Sailors, their families and the American people is one of our most important responsibilities. Like the battle for people, this responsibility is one that must be embraced every day. If we don’t take the lead in the communication business, we are forced to react to other competing, and in some cases incorrect, messages.”

Although the responsibility of communicating the Navy’s message to both internal and external audiences lies in the hands of our commanders, the Navy MC successfully completes this mission from the deckplates by delivering the message in a way everyone can understand.

In order to perform these duties, the MC must master verbal, oral and visual communication techniques. He must be a constant reader who is always abreast of current events in and out of the Navy as well as with professional trends from around the visual communication specialty. He must know enough about the Navy to interpret and translate its activities and actions intelligently to the civilian public. In other words, an MC must stay up to date with what ships or units are on deployment, what new technology is being used in the Navy, who is in the chain of command, etc.

As a mass communication specialist, you must have the ability and the desire to learn and grasp new ideas. You must be better than average in your use of the English language, know your way around camera equipment, and be proficient in your computer skills. Your aim is to create news-quality products in minimal time and with minimal need for editing or reproduction.

The major areas in which you will be expected to develop knowledge and skills are audio/visual production, digital imaging, information and newsgathering, multimedia production, photography, print production, planning, public affairs and writing.

As you progress in experience, maturity and service seniority, you likely will become the trusted executive of the public affairs officer (PAO). As such, you will find yourself performing many of the functions of a PAO. This will be particularly true if your boss is a collateral-duty PAO. Collateral duty means that the individual has other assignments that are considered primary duties. In such cases, the collateral-duty PAO’s primary responsibilities often allow only minimum time for public affairs work. Therefore, you also must learn the theory and practice of public affairs policy.

A COMMON MISPERCEPTION

There is a tendency for Navy MCs to believe they are part of America’s free press and thus part of the investigative photojournalism genre. This notion could not be further from the truth.

Navy MCs are assigned combat camera, visual communication, command information, public information and community relations duties. Navy MCs write releases to tell the Navy story and to respond to queries by the investigative free press. When assigned to command information staffs, MCs may write for civilian enterprise (CE) or command-funded newspapers — what the industry terms “in-house” publications. (We will discuss in-house publications in subsequent chapters.)

Just as a writer for commercial industry would not write investigative articles concerning his company for the in-house publication, Navy MCs do not write investigative pieces concerning their own commands or the Navy. Navy MCs may tackle controversial social issues, but they must avoid works that attack or injure, or give the impression of attacking or injuring their commands or the Navy. MCs serve as the window for all Americans to see into the Navy.
The Navy community is much like a company town. Your job within this community is to enhance morale, to increase readiness and productivity, to be the voice of the commanding officer to his community, and to inform, educate and entertain the Navy’s internal audience.

PERSONAL TRAITS

The Navy MC must possess certain personal characteristics. Some are general in that they can contribute to success in any rating, but others are an integral part of the public affairs/visual information profession. Appearance, voice, military bearing, courtesy and personality will become more evident as you read and complete this Nonresident Training Course (NRTC), informally known as a rate training manual.

APPEARANCE

Good personal appearance is especially important to the Navy mass communication specialist. Since your duties place you in a position to meet visitors, escort media, interview senior leadership, cover high-level events, and serve as a tour guide, to name a few, impeccable appearance is more necessary than in some other jobs in the Navy. Always make sure every aspect of your personal appearance – from your haircut to the edge dressing on your shoes – is first-rate.

VOICE

Navy MCs must be well spoken; voice and manner of speaking are important. To meet this standard, you should avoid an overly loud voice; but likewise, you should avoid speaking too low or indistinctly. Localisms of vocabulary or an accent may be merely pleasant marks of individuality, or they may be hindrances because they make the speaker hard to understand. If you have conspicuous speech habits of this sort, you should attempt to correct them. Remember, MCs are often the voice of the command, so your attention to the proper pronunciation of words will always be worthwhile.

MILITARY BEARING

All Sailors have an obligation to conduct themselves with dignity and in such a manner as to reflect credit on the naval service. Dignity exists only where the individual has a proper sense of his own worth and of the worthiness of his cause. The person who possesses true dignity also will respect the dignity of others.

Military bearing is dignity within military relationships. It exists when the individual is proud of his military organization and of his part in it. He respects his seniors and is guided by the example of those he admires most among them. He also respects his juniors and provides an example they will be proud to follow. Whether he is squaring his hat, rendering a salute, carrying on the work of his office, or going on liberty, his manner says he is proud of America’s Navy and is doing his best to make the Navy proud of him.

More than any other rating in the Navy, MCs interact frequently with senior leaders as well as the civilian community. It is for this reason that your military bearing must be top-notch.

NAVY ENLISTED CLASSIFICATIONS

MCs can be found throughout the Fleet, serving aboard aircraft carriers and large-deck amphibious assault ships, with Seabees, at Defense Media Activities, with combat camera, at shore
facilities, recruiting commands or with the Navy Public Affairs Support Element. And, they support the fleet with a wide variety of skills and expertise. These job skills are categorized as Navy Enlisted Classifications (NECs). NECs are four-digit numbers that indicate special qualifications earned by an individual. The NECs described below are available to MCs.

8143—MOTION MEDIA CAMERAMAN

A motion media cameraman primarily functions as a camera operator who creates controlled and uncontrolled motion media productions, prepares shooting scripts and performs post-production editing. An 8143 MC also acts as a director on small production crews.

To earn the 8143 NEC, you must complete the 33-day Video Production and Documentation course at the Defense Information School (DINFOS).

8144—MOTION MEDIA EDITOR/DIRECTOR

A motion media editor or director serves as the senior editor for motion media productions and combat camera missions and acts as the on-scene crew chief for video and multimedia products. In doing such, an 8144 MC must determine equipment and material requirements, direct action in the production of scenes and episodes, analyze existing scripts and recommend appropriate revisions, determine scene composition, coordinate action of performing personnel, direct audio recording during filming, supervise the preparation of the set, and approve set design and props to be used.

To be an 8144 NEC, you must attend the 10-month advanced motion media program at Syracuse University. This is a selection-only program that requires a submission package. A NAVADMIN released annually outlines submission requirements. Upon completion of the program, graduates earn approximately 30 college credit hours. Through the course, you learn from some of the industry’s finest professionals to create professional, high-impact communications and become top-quality storytellers.

8147—PHOTOJOURNALISM SPECIALIST

Sailors with this NEC cover and photograph events of news or documentary interest, while supporting and effectively meeting the public affairs objectives and programs of the military services. They apply layout and design principles, news and feature writing, basic and advanced photographic techniques and production, and demonstrate writing and photographic skills.

To earn this 8147 NEC, you must complete the eight-week Intermediate Photojournalism Course (IPC) offered at DINFOS. The course requires one-year minimum fleet experience as well.

8148—PHOTOJOURNALIST

Sailors with the 8148 NEC photograph newsworthy events, prepare photography in news form, write captions and text for news stories, and maintain liaison with their counterparts in the news media. They also train personnel in photojournalism techniques.

To earn the 8148 NEC, you must attend the 10-month advanced photojournalism course at Syracuse University. As with the 8144 NEC, MCs interested in this program must submit a package. Package requirements and deadline submissions can be found in the annual NAVADMIN. Upon completion of the program, graduates earn approximately 30 college credit hours. Through this
course, you will learn to tell the Navy’s story with pictures by attending courses in graphics, news writing and photography.

Note: This program may be cut due to budget constraints. Talk to your chief or career counselor for more details.

8150—BROADCASTER

Navy broadcasters collect, evaluate and prepare military information for broadcast over the airways via Armed Forces Radio and Television (AFRTS) networks as well as over Shipboard Information, Training and Entertainment (SITE) closed-circuit television systems. They use all skills gained in their public affairs and visual information experience to visually and verbally tell the story of America’s Navy. Broadcasters will most likely be assigned aboard aircraft carriers and large-deck amphibious ships or at the Defense Media Activity or its subordinate commands.

To earn the 8150 NEC and become a broadcaster, you need to attend the Basic Combat Correspondence Course at DINFOS. A voice audition is required before a quota in the course is granted, and you must hold a secret clearance.

8151—GRAPHIC ILLUSTRATOR

The graphic illustrator is an expert at design and layout, color theory, realistic drawing, color media, and desktop publishing with a strong background in computer management and visual communication.

To earn the 8151 NEC and become a multimedia illustrator you must attend the Basic Multimedia Illustrator Course at DINFOS and to be in paygrades E-1 to E-6. A secret clearance, normal color vision and distance visual acuity correctable to 20/20 are also required.

8152—PUBLIC AFFAIRS OFFICER (ENLISTED)

An 8152 MC performs master-level duties as a public affairs officer or special assistant to his or her commanding officers. The enlisted PAO may also serve as a spokesperson for the Navy and the Department of Defense.

The enlisted PAO NEC is open to pay grades E-7 through E-9 (waivers for MC1s with orders to specific billets may be available through the detailer). To earn the 8252 NEC, you must attend the Public Affairs Qualification Course at DINFOS and be eligible for a secret clearance.

8153—PUBLIC AFFAIRS SUPERVISOR

Public affairs supervisors manage public affairs programs as command representatives or special assistants by gathering information for press releases, answering media and public questions, and being command spokespersons. In this job, MCs work independently and with public affairs officers and senior public affairs enlisted personnel.

The 8153 NEC is earned by attending the Intermediate Public Affairs Specialist Course at DINFOS and is open to personnel in paygrades E-5 through E-7. You must be eligible to hold a secret clearance.
8193—ELECTRONIC IMAGING SYSTEM SPECIALIST

An MC who holds the 8193 NEC installs, configures and operates advanced electronic imaging systems to acquire, import, enhance, print, store, export and electronically transmit and receive digital images from shore-based, afloat or airborne platforms.

To earn the 8193 NEC, you must attend the Digital Multimedia Course at DINFOS; however, waivers are available when specialized university training in photojournalism has been completed. For more information on submitting a waiver, talk to your career counselor and review the Navy Enlisted Manpower and Enlisted Classification and Occupational Standards (NEOCS) Manual, NAVPERS 18086F.

8288—AERIAL CAMERAMAN

An MC qualified as an 8288 performs in-flight duties as an aerial cameraman and is knowledgeable of photographic equipment, aerial photographic techniques, aircraft equipment, emergency procedures and flight procedures.

To earn this 8288 NEC, you must attend the Naval Aircrew Candidate School at Naval Air Station Pensacola, Fla. More information on the program can be found in the Naval Military Personnel Manual (MILPERSMAN).

3251—BROADCAST MANAGER

The MC broadcast manager directs the operation of radio, television, satellite, cable, and shipboard SITE systems as coordinated elements of the command information broadcasting function. She also coordinates with the Defense Media Activity to support American Forces Information Service products and taskings.

To earn the 3251 NEC, you must attend the Broadcast Managers Course at DINFOS or by completing at least two previous management assignments with AFRTS activities.

5345—SCUBA DIVER

MCs who possess the 5345 SCUBA diver qualification provide underwater photographic support to the Navy diving community during underwater operations, detailed ship-bottom repairs, SEAL delivery team (SDV) training and operations, explosive ordnance disposal (EOD) missions, and search and recovery operations. MC Billets requiring the 5345 NECs are unique to combat camera.

To earn the 5345 NEC, you must be placed in one of the combat camera billets and attend the SCUBA Diver Course at the Naval Diving and Salvage Training Center in Panama City, Fla.

NOTE: You may obtain further information on all NECs by consulting the Manual of Navy Enlisted Manpower and Personnel Classifications and Occupational Standards (NEOCS) Manual, Volume I (Navy Enlisted Classifications), NAVPERS 18068F. Additionally, the MC Learning and Development Roadmap (LaDR – pronounced “ladder”) is a navigable rate-specific guide that provides an overview of what is required from E-1 to E-9 with regards to professional development. A link to the MC rating roadmap is available via the Mass Communication Specialist page on Navy Knowledge Online (NKO).
SUMMARY

In this chapter, you learned what it takes to be a U.S. Navy mass communication specialist and about the many jobs you can perform within the rating. More information about the Navy MC rating can be found in the Navy Enlisted Manpower and Personnel Classifications and Occupational Standards (NEOCS) Manual.

As you continue through the pages of this manual, you will build upon this knowledge, gaining a strong base of knowledge to draw on for the rest of your career, but this is only the beginning. Every day should be one of learning new skills to perform your role as the Navy’s storyteller.
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CHAPTER 2

PRINCIPLES, FUNDAMENTALS AND ORGANIZATION

Learning Objectives: Upon completing this chapter, you should be able to do the following:

— Identify the Navy principles of public affairs.
— List the Department of Defense Principles of Information.
— Identify the role of the Chief of Information.
— Discuss the Navy public affairs organization.
— Discuss the roles of CHINFO field activities.

INTRODUCTION

As a member of the Navy public affairs and visual information team (PA/VI), you will be responsible for delivering truthful, timely and accurate information to your audiences. The following chapters will provide you with the basic tools needed to become an effective communicator. However, these tools provide only the basics. Every day spent as a Navy MC should be spent building upon what you learn here.

More detailed information and resources can be found in Department of Defense (DoD) Directive 5400.13 (Defense Public Affairs Doctrine), Joint Publication 3-61 (Joint Public Affairs Doctrine), SECNAVINST 5720.44 (Public Affairs Policy and Regulations – PA Regs), Public Affairs Tactics Manual, P-A Net and Navy Knowledge Online.

Note: To access P-A Net you must have log-in information, this is discussed further in Chapter 3.

PRINCIPLES

In the Navy, our job as PA/VI communicators is driven by basic principles – accountability to the public, full disclosure, expeditious release, message alignment and ethics.

Accountability to the Public - An open, ambitious public information policy is the assurance that the Department of the Navy (DON) remains accountable to the public. We accomplish this by encouraging a free flow of information, restricted only by legitimate constraints of security, accuracy, propriety and policy (SAPP).

Full Disclosure - For a government founded on the principle of an empowered public, the default position is full and prompt disclosure. Withholding information must be the exception and justified for specific and legally defensible reasons. Potential embarrassment is not justification to withhold information. Delays in the release of information can be damaging and even more embarrassing.

Expeditious Release - Information should be released as quickly as practical, and from the lowest possible level, consistent with release policies and required reviews. As a junior MC, you should verify local releasing procedures within your leadership chain. Chapter 2 of the Navy Public
Affairs Regulations and Chapter 3 of this manual further outline policy and guidance on the release of information.

**Message Alignment** – Message alignment is crucial to ensuring audiences receive consistent information through all internal communication mediums. Message alignment is accomplished through development, approval, distribution, and use of command-generated and higher-level public affairs guidance and CHINFO products. In addition to specific public affairs guidance, other examples of message-alignment tools include Rhumb Lines, quick responses and the maritime strategy. These items will be defined in detail in Chapter 3.

**Ethics** - Ethics is the discipline of moral duty and obligation. The Navy holds itself to a high ethical standard. In its dealings with the public, DON must adhere rigorously to such a standard, because a loss of public confidence can undermine DON's ability to complete its mission on all levels. Thus, the loss of confidence can have negative consequences on the Navy's warfighting capability.

The Navy public affairs principles of information are founded on the DoD Principles of Information. While the differences are minimal, it is important to be familiar with both sets of principles. DoD principles of information apply to all Navy public affairs and visual information products:

**DoD PRINCIPLES of INFORMATION**

**Note**: To download a full-color graphic of the DoD Principles of Information, follow click [here](#).

a. Information shall be made fully and readily available, consistent with statutory requirements, unless its release is precluded by national security constraints or valid statutory mandates or exceptions. The Freedom of Information Act (FOIA) will be supported in both letter and spirit. FOIA will be further discussed in Chapter 3.

b. A free flow of general and military information shall be made available, without censorship or propaganda, to the men and women of the armed forces and their family members.

c. Information will not be classified or otherwise withheld to protect the government from criticism or embarrassment, when the information itself is unclassified.

  d. Information shall be withheld when disclosure would adversely affect national security, threaten the safety or privacy of U.S. government personnel or their families, violate the privacy of the citizens of the United States, or be contrary to law.

  e. The DoD obligation to provide the public with information on its major programs and operations may require detailed public affairs planning and coordination in the DoD and with the other government agencies. Such activity is to expedite the flow of information to the public; propaganda has no place in DoD public affairs programs.

**FUNDAMENTALS**

The foundation of public affairs rests upon a four-step, cyclical process known as RPIE, pronounced “are-pie.” The RPIE process includes research, planning, implementation and evaluation. Every event, incident or occasion – planned or unplanned – covered by PA or VI requires you to go through these steps. Each step is as important as the next, and none should be skipped.
Research is the starting point for developing any project you need to accomplish. In this step, you will gather information and define the situation, problem, event or opportunity. You will also identify your audiences and needed resources. Resist the tendency to skip this step; research is the foundation set for the other steps to be successful.

Planning is the second, and most important, step. In this step, you build upon your research, using information gathered to make your plan, considering your goals and identifying what needs to be done.

Implementation is the third step. This is the time to put your research and planning into action. Resist the urge to make changes when carrying out the plan, because it usually will create more problems than it will solve. Don’t discard proposed changes; however, make note of them. These notes will come in handy when you are evaluating.

Evaluation begins during the implementing phase as you are jotting down any changes or improvements you want to make. It is an assessment of the preparation, implementation and outcome (impact) of the situation. Results of the evaluation should be documented for use in future projects. Lessons learned, as these results are commonly referred, are invaluable for not only planning future events, but also in handling unexpected crises.

ORGANIZATION

Public affairs organization, as with all other aspects, within DON is designed to provide maximum flow of information to the American people with minimum delay, subject only to operational security, statutory limitations and the safety of personnel. Further explanation of this organization is found in SECNAVINST 5720.44 (PA Regs).

Multiple Channels of Authority - U.S. national policy is multifaceted, and a number of agencies execute portions of that policy. This gives rise to multiple channels of authority within the U.S government and the Navy.

ASD(PA) Authority - The Secretary of Defense (SECDEF) delegated authority to the Assistant Secretary of Defense for Public Affairs, or ASD(PA), to communicate directly with DoD components on public affairs matters, provide public affairs guidance directly to the Unified Commanders and direction to the Navy and Marine Corps through the Secretary of the Navy (SECNAV).

Department of the Navy - SECNAV is responsible for establishing DON public affairs policy and directing its implementation. SECNAV monitors and controls Navy and Marine Corps relations with Congress, SECDEF, other principal government officials and the public. Implementation of SECNAV’S policies is the responsibility of the Chief of Naval Operations, the Commandant of the Marine Corps and other senior commanders who report directly to the SECNAV. The SECNAV Organization page can be found on Navy.mil.

Chief of Information (CHINFO) - As the direct representative of SECNAV, CHINFO is the Navy’s information chief and is delegated the responsibility for coordinating, planning and implementing the Navy's public affairs policies and programs. This includes exercising command of the Navy Offices of Information and other CHINFO field activities and providing direction to public affairs programs throughout the DON.

CHINFO Field Activities - To achieve the public affairs objective in an efficient and cost-effective manner, CHINFO must communicate at the regional and national levels with local and
regional news media, local governmental leaders, key community leaders, key educators and local/regional business leadership. Through its field activities, CHINFO is responsible for Navy reputation management, including national image and branding efforts, by bringing the Navy message directly to the American public.

CHINFO Field Activities include two Navy Offices of Information (NAVINFO), Navy Public Affairs Support Elements (NPASE) and the Fleet Hometown News Center (FHTNC).

**Navy Offices of Information**

- NAVINFO East, headquartered in New York, informs the men and women of the U.S. Navy, their families and the American public of key issues relating to the Navy. From assisting Girl Scout troops during Operation Cookie Drop to escorting embarks at Fleet Week, to informing media on the commissioning of USS New York (LPD 21), NAVINFO East is involved in many diverse activities in the New York metropolitan area. NAVINFO East also serves as a Navy contact for publishers requesting Navy support in coordination with CHINFO and related Navy commands and assists with requests for Navy props and assets for productions in the New York area.

- NAVINFO West coordinates requests for Navy support with the major film, television and documentary production companies both throughout Los Angeles and worldwide. Production assistance from the Department of Defense means filming access to the Navy’s professional people and the most modern equipment.

**Navy Public Affairs Support Element**, formerly known as the Fleet Public Affairs Center, is headquartered in Norfolk. However, the CHINFO field activity is divided into NPASE East and West, located in Norfolk and San Diego respectively. NPASE teams, made up of public affairs officers and MCs, provide expeditionary public affairs forces and support the fleet with scalable and deployable forces trained and equipped to support current and emerging public affairs requirements. NPASE detachments are located in Jacksonville, Fla.; Bremerton, Wash.; Honolulu; Yokosuka, Japan; and Naples, Italy.

**Fleet Hometown News Center** is headquartered in Norfolk and is a sub-command of NPASE. The mission of FHTNC is to tell the story of the Navy, Marine Corps and Coast Guard one hometown at a time. FHTNC will be discussed in Chapter 4 of this manual.

**Defense Media Activity (DMA)** – Was established in October 2008 as a result of the Defense Base Realignment and Closure Act. DMA consolidates the Soldiers Media Center, Naval Media Center, Marine Corps News, Air Force News Service and American Forces Information Service into a single field activity. DMA also includes Stars and Stripes newspaper and the Defense Information School.

DMA is the Department of Defense's direct line of communication for news and information to U.S. forces worldwide. The agency presents news, information and entertainment on a variety of media platforms, including radio, television, Internet, print media and emerging media technologies. DMA headquarters is currently under construction at Fort George G. Meade in Maryland.

**Operating Forces** - Subject to the direction of senior authority, each officer who exercises command authority is responsible for the conduct and planning of public affairs. Public affairs is a command function, and public affairs officers report to their respective commanders or commanding officers on all PA issues. In most instances, however, commanders and COs delegate public affairs planning and execution to PAOs.
Public Affairs Officers - Public affairs officers serve as principal assistants to combatant commanders and commanding officers, advising them on all public affairs matters. Additionally, the PAO is the primary spokesperson for the command and liaises with media.

SUMMARY

In this chapter, you learned the basic principles and fundamentals of DoD and Navy public affairs. Chapter 3 builds upon this foundation by delving further into policies, procedures and guidance that govern public affairs in today’s Navy.
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CHAPTER 3

POLICIES AND GUIDANCE

Learning Objectives: Upon completing this chapter, you should be able to do the following:

— Identify the instructions that govern DoD and Navy public affairs.
— Identify the procedure for releasing information to the public.
— Identify the basic provisions of the Freedom of Information Act.
— Explain defamation and copyright laws.

INTRODUCTION

Department of Defense (DoD) and Navy policies, instructions and guidance exist to assist you with your duties as an MC. This chapter will briefly touch on the most common of these. More detailed information and links to the documents discussed in this chapter can be found on the DoD Issuances and DON Issuances websites as well as on P-A Net.

PUBLIC AFFAIRS GOVERNING INSTRUCTIONS

DoD Instruction 5400.13 (Public Affairs Operations) – This instruction addresses PA roles and responsibilities across the Department of Defense, including the secretaries of the military departments, the joint chiefs of staff, combatant commanders and the heads of the other DoD components.

Joint Publication 3-61 (Joint Public Affairs Doctrine) – This PA publication provides joint doctrine for public affairs support during joint operations and U.S. military support to news media in conjunction with military operations. It provides guidance to the joint force commander (JFC) when communicating with national, international and internal audiences.

SECNAVINST 5720.44 (Public Affairs Policy and Regulations) – Known as the PA Regs, this instruction provides basic policy and regulations for carrying out public information/media relations, community relations and internal information for the Department of the Navy. As an MC, this should be your primary resource and should be referenced whenever questions about Navy public affairs arise.

Public Affairs Tactics Manual - The PA Tactics Manual is a “how-to” partner to the PA Regs, SECNAVINST 5720.44. The “Regs,” in general, is the “what-to-do” and “what-not-to-do” complement to this partnership. Used in tandem, these documents address most public affairs issues you and your PAO will face. Referring to them frequently is a wise tactic. The tactics manual can be found on P-A Net.

OPNAVINST 3104.1A (Navy Visual Information Policy and Responsibilities) – This instruction provides information on forms of visual or pictorial representation, either with or without sound. Visual Information (VI) includes still and motion imagery; hand- or computer-generated graphic art and animations; related captions, overlays and intellectual control data; and the processes and resources that support them. Module 2 of this manual focuses on VI and provides more in-depth information into this instruction.

Public Affairs Guidance (PAG) – PAG’s overarching purpose is to ensure message alignment, and it is tailored to specific events, subjects or issues. Within PAG, you will find themes and messages, possible questions and proposed answers, and background information. As an
MC, you should use PAG in the development of all your products, to include print stories, imagery captions and multimedia productions. Examples of previous PAG, Rhumb Lines and quick responses can be found on P-A Net.

- **Rhumb Lines** – CHINFO produces Rhumb Lines weekly for senior Navy leadership, including SECNAV, the CNO, flag and general officers, and civilians to give them the situational awareness and information they need to effectively communicate Navy priorities. In every Rhumb Lines, you will find quotations from senior leadership, talking points, key messages and pertinent facts and figures. Rhumb Lines is CHINFO’s principal message alignment tool for ensuring that the diverse and dispersed cadre of naval leaders can speak with one voice on critical issues.

- **Quick Responses** – A “quick response” summarizes a specific issue or incident and provides background information, while giving the response information for a potential media query. Facts or talking points are also included.

P-A Net – The Navy public affairs and visual information community of practice, is CHINFO’s integrated suite of knowledge management, workflow processes and collaboration tools. P-A Net gives us the opportunity to share information across the entire enterprise. Since P-A Net is Web-based, it can be accessed from any computer with Internet connectivity. Access to P-A Net is obtained through CHINFO’s policy, doctrine and technology division. However, prior to requesting access, you must be registered with up-to-date information in the Navy PA Directory.

**The Associated Press Stylebook and Briefing on Media Law** - The AP Stylebook is the “gold standard of news writing” and allows you to write with the consistency and professionalism of civilian news writers throughout the world. Not only does it offer more than 3,000 A-to-Z entries, but also includes rules on grammar, spelling, punctuation, capitalization, abbreviation, and word and numeral usage. Additionally, as the name implies, the AP Stylebook provides guidance on business reporting, sports reporting and media law, to include libel and copyright infringement. Such legal concerns will be further discussed in the media law portion of this chapter. The Associated Press updates this reference annually; however, periodic updates are available through the online version.

**U.S. Navy Style Guide** – Unless otherwise noted in the U.S. Navy Style Guide, MCs should follow the most recent edition of the Associated Press Stylebook. Like the AP Stylebook, the Navy reference provides guidance unique to the Navy. Local style items, specific to your command or unit, should also be established and maintained to ensure consistency not only for MCs, but also for the command’s audiences.

These references are the foundation for Navy MCs. However, many additional documents exist to aid us with our job as Navy PA/VI specialists. Various instructions and directives are interwoven into this manual.

**GUIDELINES FOR RELEASE**

Understanding the basic policy on the release of information is the cornerstone of everything we do in Navy public affairs. It affects what information we release to the public, how we handle the media, what we publish and how we respond to the public in general. Remember, DoD and Navy public affairs policies mandate us to be as open as possible and release information with minimum delay.

Some information is not releasable, such as that which would adversely affect national security, threaten the privacy or safety of personnel or their families, violate the privacy of an individual or that which is contrary to law. Command leadership is responsible for all public affairs activities, including the release of information; however the authority to release information is often delegated to the public affairs officer.
As a junior MC it is not likely that you will be given the authority to release information, but it’s imperative for you to understand the guidelines. For more information, see Chapter 2 of the PA Regs and when in doubt a good rule of thumb is to consult your PAO or your chief.

The general limitations to the maximum disclosure policy can be easily remembered by the acronym SAPP, pronounced “sap”, which stands for security, accuracy, propriety and policy.

- **Security** – Security is the first and most important limitation. It refers to information that is formally classified or falls under operational security (OPSEC) or the Essential Elements of Friendly Information (EEFI). Release of this type of information could cause harm to national security. OPSEC and EEFI guidance can be found in OPNAVINST 3432.1 (Operations Security).

- **Accuracy** – The second most important limitation is accuracy. As an MC writing a story, shooting imagery or producing a multimedia production, you won’t normally be the subject-matter expert. However, your job requires you to verify all information for accuracy BEFORE the product is released. NEVER shall you release information unless you are sure it is accurate. Inaccuracy wrecks credibility.

- **Propriety** – Ensuring propriety means verifying all released products are in good taste. For example, if you write news or a feature story, it is inappropriate to include tasteless humor, embarrassing comments, etc. Propriety also applies to photographs. Don’t release photographs that may cause distress to members of your audience. An obvious example is a photograph of a deceased service member. If ever in doubt, ask your chief or supervisor.

- **Policy** – In some situations, policy may specify release guidance. For example, DoD policy calls for releasing at the seat of government the names of personnel killed in action. Here are some other examples of a DoD policy that must be followed:

  **ACCIDENTS and INCIDENTS** – Major accidents or incidents require public affairs support immediately as well as around the clock in the days following. It is a good bet that you will never be 100-percent prepared for all accidents and incidents, but as mentioned earlier in the manual, planning is key.

  In the event of a significant accident or incident, it is imperative the information is made available to the public using the maximum disclosure, minimum delay guideline and not be held pending inquiry. Per Chapter 2 of the PA Regs, the goal is to release the information within one hour of the time the command is notified. However, releases should not be distributed before the situational or operational reports (SITREPS and OPREPS) have been sent. Doing so can unduly influence an investigation and inadvertently drive the crisis.

  **Nuclear Accident and Incident guidance** – According to DoD Directive 5230.16, Nuclear Accident and Incident Public Affairs Guidance, responses to all public queries about the locations of nuclear weapons must include one of the following statements, as appropriate:

  - “It is U.S. policy to neither confirm nor deny the presence or absence of nuclear weapons at any general or specific location.”

  - “It is general U.S. policy not to deploy nuclear weapons aboard surface ships, tactical submarines and naval aircraft. However, we do not discuss the presence or absence of nuclear weapons aboard specific platforms.”

  More information on producing news releases in conjunction with accidents and incidents can be found in limited length in Chapter 5 of this manual and more indepth in the PA Tactics manual.
PERSONAL INFORMATION – Information released on military and civilian personnel is governed by the Privacy Act of 1974 and SECNAVINST 5211.5 (Department of the Navy Privacy Program). Generally, the following personal information is releasable and not considered an invasion of personal privacy:

For civilian employees:
- Name
- Present and past grades
- Present and past salaries
- Present and past duty stations
- Office or duty telephone number(s)

For military service members:
- Name
- Rank and date of rank
- Gross salary
- Present and past duty stations
- Future assignments that are officially established
- Office or duty telephone number(s)
- Source of commission
- Promotion sequence number
- Awards and decorations
- Attendance at professional military schools
- Duty status at any given time (active, reserve)

While this information is releasable on a case-by-case basis, blanket requests seeking information on a group of individuals or records should be considered with the help of a Privacy Act expert. If ever in doubt, talk to your chain of command.

The Freedom of Information Act (FOIA) – In 1966, FOIA gave the public the right to access records of the executive branch of the federal government, establishing for the first time in U.S. history the right of "any person" to seek access to these records. FOIA requests often center on the programs and activities of the DoD, including, but not limited to, the following:
- Projected retirees
- Deck logs
- Investigations
- Contracts
- Nuclear weapons
- Disposal of toxic substances
FOIA requests must be made in writing to be official. Once received, the Navy must respond to the request within 10 working days. However, you may make a written formal time-extension request back to the requester of up to 10 additional working days. This letter must be approved and signed by higher authority and include the reason for which an extension is required. The letter must also indicate that the requester may make an appeal to the appropriate appellate authority within 60 calendar days.

- The FOIA generally provides access to U.S. government records that result from the gathering of data. While many records qualify for release under FOIA, some records that do not include:
  - Objects or articles (such as structures, furniture, paintings, sculpture, three-dimensional models, vehicles and equipment)
  - Administrative tools (such as computer software)
  - Intangible records (such as an individual’s memory or oral communication)
  - Personal records not subject to agency creation/retention (such as notes to jog the memory of an employee)
  - Unaltered publications and processed documents available to the public through other means (such as regulations, maps and manuals)

- According to the PA Regs, however, “information releasable under FOIA will be released without the requestor having to submit a FOIA request, particularly if the requestor is a news media representative. Release of information without requiring a FOIA request will often save labor and cost for both the requestor and the DON activity.” Always check with your chief and/or PAO before making this exception though.

More information regarding FOIA can be found in the Department of the Navy FOIA program instruction (SECNAVINST 5720.42) and in Chapter 7 of the PA Regs.

WEBSITE POLICY – The management and oversight of all content on a publicly accessible Navy command website is a public affairs function, while the design and layout of websites is a visual information function.

The instruction governing official command websites is SECNAVINST 5720.47, entitled Department of the Navy Policy for Content of Publicly Accessible World Wide Web Sites.

MCs serving as webmasters, however, should become familiar with all regulations governing websites and should bookmark DoD’s page for webmasters.

The need to provide public information to the Navy’s various audiences must be balanced with the need to protect operational security, privacy of information, information security and personal safety. The appearance, accuracy, currency and relevance of the information presented by Navy commands on their websites reflect on the Navy’s professional standards and credibility. Commands should limit posted information to information unique to their command. If you don’t own the information, don’t post it directly. Linking to other government sites is best practice here. Another tip for managing and maintaining websites is to visit other Navy command sites and talk to other webmasters about what works and doesn’t work with their audiences.

MEDIA LAW – As you have learned in this chapter, nearly everything you do as an MC is governed by policies and directives. Yet, in addition to our military regulations, your products are also governed by federal and state laws, which include communications law.
The Constitution's First Amendment states Congress will make no laws abridging the freedom of the press. To the grief of many a publisher and reporter, the First Amendment does not give reporters and editors a free license to print whatever they please.

Free speech and free press, as guaranteed by the Constitution, have two sides: on one side, the right to use them; on the other, the duty not to abuse them. Because your job is to tell the Navy's story, you should become acquainted with defamation laws, the right of privacy and copyright laws.

DEFAMATION, the harming of one's reputation, is typically broken up into two types – libel and slander. Libel is published defamation, while slander is spoken. As it may be clear that defamation printed in a newspaper or on a website is libelous, it may not be as clear when it comes to broadcasted products on television or radio.

Libel laws are state laws not federal laws, thus meaning that what is libelous and how it will be punished is different in each state. In most states, libel is a civil offense and convictions typically result in monetary damages instead of jail time.

Staff judge advocates can assist you in understanding local libel laws. Additional information on media law can be found in the latest version of the Associated Press Stylebook and Briefing on Media Law. (Subscription required to browse online version of AP Stylebook.)

PRIVACY RIGHTS – While the right to privacy is not specifically stated in the Constitution like freedom of speech, it is often regarded as one of our most cherished rights. In 1890, future Supreme Court Justice Louis Brandeis said in the Harvard Law Review that privacy is "the right to be left alone — the most comprehensive of rights and the right most valued by civilized man." The Privacy Act of 1974 gives citizens the right to control information about themselves.

MCs must not violate a person's privacy. Privacy can be violated by disclosure of private facts, if the facts are offensive to a reasonable person and are NOT newsworthy.

More information regarding the Privacy Act of 1974 can be found in SECNAVINST 5211.5 at the Navy Privacy website.

COPYRIGHT LAWS – Copyright is the right of an author, composer, artist, photographer, etc., to own, control and/or profit from the production of his or her work. Copyrighted material may not be republished without consent of the copyright owner, who is not always the author. Facts, historical events and titles cannot be copyrighted, nor can work produced by government employees (MCs included) working within the scope of their jobs.

Generally, copyrights issued since 1978 are good for the author’s life plus 70 years, and those issued before 1978 are good for 75 years and are renewable. The Library of Congress contains more information on length of copyrights.

The Fair Use Doctrine legally allows use of portions of copyrighted work without permission in certain instances. These exceptions are:

- Criticism: In reviewing books, television programs, movies and music, portions of the work may be repeated in the review. However, the portions used cannot give away resolution of major plots
- Comment: In commentaries, you may use portions of other works to make or refute a point
- News reporting: At times, a book, television program, movie or song becomes a news item. Relevant portions of the work may be used to support the article
• Teaching: Teachers may use portions of other people’s work in their instruction

• Scholarship: Term papers, theses and dissertations may be used; however, footnotes and bibliographies must be used to give credit to these pieces

• Research: This includes documents such as research papers, magazine/journal articles and books produced outside of an academic requirement. Again, remember to use footnotes and bibliographies.

If you have any doubt about copyright or fair use, you should err on the side of caution and receive permission from the copyright owner prior to use. More information and an example template to request copyright permission can be found in SECNAVINST 5870.4 Copyright. Supplemental copyright information specific to public and visual information can also be found in the Associated Press Stylebook and Briefing on Media Law as well as OPNAVINST 3104.1 (series) (Navy Visual Information Policy and Responsibilities).

SUMMARY

In this chapter, we discussed policies, guidances and directives an MC lives by and should have on hand as she goes about day-to-day operations in support of the Navy. As a reminder, further information on these items can be found on the DoD Issuances and DoN Issuances websites as well as on P-A Net.
CHAPTER 4
PUBLIC AFFAIRS FUNCTIONS

Learning objectives: Upon completion of this chapter, you should be able to do the following:

— Discuss the three functions of public affairs and how MCs use each to tell the Navy’s story.
— Explain the types of media and their characteristics.
— Discuss the Fleet Hometown News Program.
— Identify the information included in a media query.
— Assemble a media information kit.
— Assemble a welcome aboard kit.
— Discuss steps necessary to escort media.

INTRODUCTION

Public affairs can be divided into three functions – internal information, public information and community relations. To be successful in public affairs, you must master all three functions and incorporate each into the command’s mission. In this chapter, we will discuss the basics of each function and how they work together to inform our audiences and tell the Navy’s story.

PUBLIC AFFAIRS APPROACH

Internal information, public information and community relations are directed toward internal and external audiences. As an MC working within these three functions, you must decide what approach you will take when reaching out and releasing information to your audiences. The two approaches are proactive and reactive.

PROACTIVE (PREVENTIVE) - This approach requires you to plan ahead and include the day-to-day activities of the office and regularly occurring events, such as changes of command, tours, distinguished visitor or media embarks, etc. Being proactive adheres to the maximum disclosure policy and is always the preferred approach, as it spells out what needs to be done and identifies opportunities to provide good exposure for your command and your Sailors and Marines. Proper planning is the foundation of successful public affairs.

REACTIVE - This is simply the surprise (often crisis or bad news) situation that cannot be predicted or hasn’t been practiced or fully planned. However, a PA shop is better equipped to handle an unexpected crisis if there is a plan in place. There is no substitute for a good crisis communication plan.

All three functions of public affairs are equally important to reaching your intended audiences. You must be familiar with all three functions and how they work in concert to tell the Navy’s story. Whether you take the preferred preventive approach or circumstances dictate a reactive approach, timely and accurate information flow is the key to successful public affairs operations.
INTERNAL INFORMATION

Your internal audience consists of active and Reserve Navy and Marine Corps members, Navy and Marine Corps families, civilian employees, contract employees, retirees, and Navy and Marine Corps organizations. The primary internal communication goal is to ensure our people and their families understand they are at the core of readiness and operational effectiveness.

There are six general internal information goals you should always keep in mind:

1. Link Sailors, Marines and their leaders through a free flow of news and information.
2. Help Sailors and Marines understand their roles in the Navy mission.
3. Explain how policies, programs and operations affect Navy members.
4. Promote good citizenship and build pride.
5. Recognize individual and team achievements.
6. Provide avenues for feedback.

There are many ways in which you can “get the word out” to accomplish these six goals. Often the best method is to use as many communication channels as possible for one piece of news. Once you know all of the options, you can best select how to publicize information of importance to your audience.

PRINT PRODUCTS

COMMAND NEWSPAPERS

- Official command or region newspapers fall under the purview of the PAO, your best one-stop adviser for information distribution.
- They reach broader audiences: active duty, families, civilian employees, Reservists, contractors, etc.
- People have had lifelong training at reading and comprehending news. It's far more reader-friendly and personal than official correspondence.
- Newspapers enhance the Navy's and your command’s themes and messages with photography and graphics. Visual elements such as photos, graphics and headlines have proven to dramatically improve comprehension.

Command newspapers are produced as two types – civilian enterprise and command-funded.

--- The civilian enterprise publication is the preferred type, because it is printed at no cost to the command. Advertising sold by the commercial printer covers the publishing costs. The contract between the command and the commercial printer stipulates the Navy will specify design and layout of editorial content, and advertising will not exceed 60 percent of the space. Additionally, advertising shall not violate DoD equal opportunity directives.

--- Command-funded publications do not contain advertising, so they are paid for by the command and printed on base, aboard ship or at a commercial printer. The command owns 100 percent of the layout space.
— The civilian enterprise publisher is typically responsible for distributing a civilian enterprise publication, though official channels may be used. Whether you’re distributing a command-funded paper or civilian enterprise newspapers should be placed in high-traffic areas, such as the Navy Exchange, commissary, housing areas, mess decks or break rooms. Newspapers may also be mailed, via third- or fourth-class mail, or made available online for viewing or download.

More information on CE newspapers can be found in the PA Regs and DoDINST 5120.4, Department of Defense Newspapers, magazines and Civilian Enterprise Publications.

**FAMILY NEWSLETTERS**

Surveys have found the overwhelming majority of Sailors and family members find family newsletters helpful in keeping families informed of Navywide and command information.

- They can be used to ...  
  — Transmit information from the command to family members.  
  — Inform readers of community and Navy services available.  
  — Express the command's interest in the morale and welfare of family members.  
  — Encourage, inspire and uplift.

- The benefits of newsletters include ...  
  — Reducing misinformation and rumors by providing firsthand, accurate information.  
  — Reaching a large number of people at one time.  
  — Introduction and establishment of command leadership and the ombudsman as a credible source of information.

- The distribution of the family newsletter can be coordinated with your command ombudsman or family readiness group for the most up-to-date family member mailing or e-mail list. The newsletter can be produced as a hard copy to be mailed, distributed electronically or both. Typically, a newsletter should be no more than four pages, front and back. Some commands now use social media sites in addition to or in lieu of hard-copy family newsletters. We will discuss social media in more detail in the public information portion of this chapter.

**PLAN of the DAY/WEEK (POD/POW/POM)**

Although this channel is primarily an administrative function, MCs should recognize this medium as a viable avenue for command information. Characteristics of the POD/POW/POM include:

- Designed for short news blurbs.  
- Businesslike in tone; good for policy news.  
- Acts as the official command voice; it carries weight.  
- An excellent way to move information quickly.
Most effective when combined with other channels, such as command newspapers, welcome aboard packets, and face-to-face meetings such as morning quarters. In doing such, you expound and broaden your coverage.

**ELECTRONIC MEDIA**

Examples of electronic media include Internet, e-mail, radio, television (shipboard or local closed-circuit), the 1MC, and the telephone.

- **Internet.** The Internet offers PA/VI specialists an interactive means of disseminating information to all audiences. From the Navy’s official website (discussed later in the chapter) to command-sponsored websites and social media sites, MCs can upload news, photos, videos and multimedia products as well as static information about their commands and the Navy. The sky is the limit to how MCs can use the Internet. However, in doing such, you must adhere to [SECNAVINST 5720.47](#), Policy for Content for Publicly Accessible World Wide Web Sites.

- **SITE TV.** Your Shipboard Information, Training, and Entertainment Closed-Circuit Television (SITE-CCTV) system is an excellent vehicle for delivering critical information and maintaining crew morale.

  - The Direct to Sailor (DTS) program, a satellite-based source of programming, provides news and entertainment on television and radio channels. More information can be found in DoDINST 5120.2, American Forces Radio and Television Service (AFRTS).

  - SITE is an excellent system for real-time programming of command events, news and information that can directly impact the lives of Sailors and their families. Use the system’s character generator to scroll important Navy, national and international news items during the workday and between movies.

**FACE-to-FACE**

Morning quarters, captain’s calls, division or department head meetings, visits by the CO, formal addresses to groups by ombudsmen or family readiness groups, pre-deployment/post-deployment briefs, and command/department indoctrination are invaluable means of disseminating information to internal audiences. MCs should ALWAYS be involved in these events.

**COMMAND EVENTS**

Family and Tiger cruises, command picnics, Navy and Marine Corps birthday celebrations, Sailor of the Month/Year events are among the ways in which MCs can get involved to tell the command and the Navy story to many people at one time.

**DEFENSE MEDIA ACTIVITY**

A number of additional products produced by Defense Media Activity, developed with the guidance of CHINFO, are outstanding outlets to deliver your command’s message, tell your Sailors’ stories and expand your audience. They are …

*Navymil* - The Navy’s official website is managed and maintained by the Defense Media Activity. It is targeted to the Navy’s internal audiences and anyone seeking information about the
Navy. The site includes information on many facets of the Navy, ranging from daily news to digital images of Sailors and Navy events fleetwide. You should use Navy.mil as an information resource and as an outlet to release your command’s media products to a wider audience. To upload stories to Navy.mil, your command must use the Navy management console, a password-protected site.

By updating your information in the PA directory you can elect to receive daily updates from Navy News. The e-mailed updates include the day’s stories, photo of the day and a daily historical fact.

All Hands Magazine – In print since August 1922, All Hands is the Navy’s flagship publication. Approximately 65,000 copies are distributed worldwide every month with an intended 1:6 copy-to-reader ratio. As an MC, you should ensure All Hands is widely distributed at your command and encourage personnel to pass it along to others when they have finished reading it. For more information about All Hands magazine or to view current and archived editions, visit the All Hands Website.

All Hands Television - Teaming with All Hands Magazine to form the CNO’s primary means of informing the internal audience is All Hands Television, a 30-minute monthly feature program produced and distributed by the Defense Media Activity. AHTV reaches Sailors aboard deployed ships and those assigned with their families overseas at remote shore locations. It is also available online at Navy.mil and broadcast on the American Forces Network, commercial television stations across the U.S. and the Pentagon Channel.

All Hands Radio - The flagship broadcast for the U.S. Navy, All Hands Radio is broadcast daily online at Navy.mil and on American Forces Radio stations worldwide.

All Hands News Update - Formerly known as Daily News Update, All Hands News includes six television news packages per day — a two-minute TV package and five, one-minute TV packages broadcast on the Pentagon Channel, American Forces Television and online at Navy.mil. The goal of All Hands News is to tell your story to the fleet and to keep the fleet informed of the best, newest, greatest things going on in today’s Navy and Marine Corps. All Hands News Update is a great outlet for broadcasting your command-generated news packages to the fleet. Contact DMA for specific submission guidelines.

Really Simple Syndication (RSS) - Many of the products listed above are also available via podcasts and RSS feeds. These feeds deliver audio and video broadcasts to your desktop or a portable device. Navy podcasts and RSS feeds can be found by following the Media Resources link on Navy.mil.

PUBLIC INFORMATION/MEDIA RELATIONS

Public information, also known as media relations, refers to the collection, analysis and dissemination of unclassified, official or otherwise releasable information to the public. This is the chief underlying function of all public affairs activities and fulfills the responsibility of all federally funded agencies for accountability to the taxpayers. However, in order to build a strong public information/media relations program, you must establish and maintain credibility.
IDENTIFYING YOUR AUDIENCE

Your ability to effectively communicate hinges on properly identifying your audience and using the most appropriate media type to deliver the intended message. For example, if your audience is a group of World War II veterans, the Internet may not be the best way to reach them.

MEDIA TYPES

Your command should be familiar with the following media types and their requirements to properly coordinate coverage.

Civilian Newspapers - Next to public speaking, newspapers are the oldest medium of mass communication. Despite the growth of television and the Internet; however, many believe newspapers remain the backbone of public information. MCs should understand the significant differences in news coverage that may exist between metropolitan dailies, neighborhood dailies and weekly newspapers in the same locale. Many, if not most, newspapers are now online.

Wire Services - A large part of the news read in newspapers or heard on the air originates from one of several major press associations or wire services. Below are some of the major news services covering international and national news.

- Associated Press – According to the organization’s website, the Associated Press was founded in 1846 and is headquartered in New York. It is a “not-for-profit news cooperative owned by its American newspaper and broadcast members. It serves thousands of daily newspaper, radio, television, and online customers with coverage in text, photos, graphics, audio and video.”

- United Press International – UPI, as it is most widely known, reaches about 2.8 million folks a year via its website. In the business since 1907, UPI provides information to media outlets, businesses, governments and researchers worldwide.

- Thomson Reuters (more commonly known as “Reuters,” pronounced “roy-ters”) – Founded in 1851 and headquartered in London, Reuters is a United Kingdom-based news service that provides news, opinion, and analysis.

- Agence France-Presse – AFP traces its history back to 1835 and Agence Havas, which claims to be the first international news agency. AFP covers the world with thousands of stories daily and is translated into English, French, Spanish, German, Portuguese and Arabic.

- Xinhua News Agency (pronounced “sheen hwah”) – Xinhua, which translates to “New China,” has provided information about the Peoples Republic of China since 1931. Today, Xinhua translates its news across the world in six languages.

- The New York Times, Los Angeles Times and Washington Post each have their own wire services.

- Gannett is a news service that owns USA TODAY, Navy Times, more than 100 local dailies and has significant holdings in broadcast media.

Fleet Hometown News Center – One of the most successful mediums in getting Navy news to civilian newspapers or on the various wire services is through the Fleet Hometown News Center (FHTNC). Whether you’re assigned to a shore command or a deployable unit, one of the most effective ways to recognize your personnel is through Fleet Hometown News. FHTNC stories are used by more than 12,000 hometown news media organizations including newspapers, radio and
television stations and college/alumni publications throughout the United States and its territories. Each year, FHTNC distributes several hundred thousand news releases to these outlets in its effort to build morale and highlight the achievements of hardworking Sailors, Marines and Coast Guardsmen to their family and friends back home.

Newsworthy events for FHTNC release submissions include (but not limited to):

- Reporting Aboard
- Promotions and advancements
- Reenlistments
- Awards and medals
- Marine/Sailor of the Quarter/Year
- Retirements

Although FHTNC releases emphasize the accomplishments and activities of the individual, use of the program is an exceptional way for commanders to educate the American public about a ship or unit deployment, operation, exercise and/or volunteerism.

There are three basic components of the program – hold files, short features, and more-involved feature stories. The latter includes travel by FHTNC personnel travel to your unit to conduct interviews and take photographs. FTHNC uses Navy form NAVSO 5724/1 to gather biographical data for all three components.

In accordance with the Fleet Hometown News program instruction, SECNAVINST 5724.3, any unit or detachment deployed for 45 days or more or deployed in support of a high-level event (Fleet Week, Pacific Partnership, D-Day Commemoration, etc.) shall establish a hold file. A hold file is a collection of FHTN forms completed by individuals in a unit and held in an active status at the FHTNC to generate FHTN releases while the unit is deployed. The unit staff should maintain a copy of the hold file as well.

Coordination with FHTNC should begin 60 days prior to the unit's scheduled deployment, and the hold file should be sent 30 days prior. Milestone information should be verified every 60 days throughout the deployment to ensure accurate and newsworthy information is delivered. FHTNC will maintain the hold file until 60 days after the unit's return from deployment. Hold files for surging units will be kept on file indefinitely.

Program guidelines, hold-file instructions, examples, downloadable forms, and more “how-to” information can be found on CHINFO's FHTNC website. The FHTN program is governed by SECNAVINST 5724.3 FHTN Program Policy and Regulations.

**Television** – Television combines the impact of image and movement with the immediacy of radio. This makes it the most potent of mass communication media.

**Radio** - The medium of immediacy, radio broadcasts are faster and less cumbersome than television. Radio is also more accessible to the public than any other medium and offers coverage of a news event as it happens. In some areas of the world, such as Iraq and Afghanistan, the external media is dominated by word of mouth and radio. Listeners can stay abreast of events with little effort. However, radio has no permanence or depth of coverage. Each radio station has its own particular
production requirements. Yet, Navy PA staffs can assist radio station managers in producing news and features on military topics that can be mutually beneficial.

**Emerging Media** - Social media has grown exponentially in the past few years, and the public's increased use has made this avenue of communication extremely effective in reaching our audiences quickly and personally. In many cases social media sites have blurred the lines between professional and personal networks. Professionalism and adherence to operational security on social media sites must be maintained at all times, whether you're posting as an official command representative or to friends and family in a civilian capacity. Command updates to social media sites are not intended to replace the traditional news release or command website but to provide accompaniment to enhance our stories and reach a different audience.

Operational security should be given the highest consideration when dealing with social media. Social media sites are NOT private. An opinion in the social media realm is an opinion in a public domain. Not only are the public and media there, so are our adversaries. If you wouldn't display and sign your opinion on a placard in a public place, you shouldn't post it in cyberspace. More guidance on social media can be found on the [Defense.Gov website](#) and [CHINFO website](#).

Remember, you must not favor one medium over another; however, you should take advantage of the potential and recognize the limitations of each for circulation, selectivity of publics, influence or prestige, appearance and flexibility in the timing of your products. One common limitation is that coverage does not guarantee public knowledge or understanding of an issue. You cannot expect radio to do a job that is better suited for a newspaper or for a newspaper to do the entire job of communicating in an era when the electronic media have access to virtually all American homes.

**ESTABLISHING GOOD MEDIA RELATIONS**

Similar to SAPP (security, accuracy, propriety and policy), there are four key words that govern your relations with representatives of the mass media. They are as follows:

- **Security** -- Make sure the information you release to the media does not contain security violations. In addition to getting yourself in trouble, you may endanger the welfare of your country. You should adopt the slogans “when in doubt, check it out” and “loose lips sink ships”

- **Honesty** – Your good name (as well as the Navy’s) is your most valuable asset and the foundation of credibility. Justify the media’s belief and trust in the Navy by playing the news game honestly. Never fake a story or serve a selfish interest. Do an honest, straightforward job of reporting the news. Credit your source, and never plagiarize or use copyrighted material without permission

- **Accuracy** – Every news release or statement released to the media must be 100-percent accurate. Make one blunder and the media could lose confidence in you. Be sure to check and double-check all statements, names, addresses, dates and numbers. Be sure your personal opinions do not interfere with your media relations. Your job is to tell the facts and tell them accurately.

- **Promptness** – A good MC aims for speed without sacrificing accuracy. Reporters want their material quickly because competition is keen, and the public demands fresh news.
Media Relations Do's And Don'ts

Building relationships with the media in your area is key to a successful public information program. As in any area of human relations, treat others as you would want to be treated. Be professional. Remembering a few simple do’s and don’ts will help guide you, as well as help you set an example for your MC peers.

Do …

- Be available at all hours
- Tell the truth
- Tell reporters up front if you cannot comment on a particular subject or if the answer is classified
- Get the facts, get them right and get them out
- Be aware of time or space limitations, deadlines or other special requirements
- Know the audience of each medium
- Know the people who work in the media.

Don’t …

- Lie
- Speculate
- Beg for coverage
- Ask a reporter to kill a story
- Be partial in dealing with media representatives for any reason
- Release information to other newsmen that has been given to you by a newsman
- Be a publicity hound.
- Ask news people to slant their copy, withhold information or do favors.

Media Queries

A media query is a request for information made by a reporter, usually by telephone or e-mail, thus indicating that the reporter is looking for a rapid response. To properly respond to media queries, your shop should have a media query form that will walk you through the information you need to gather for the reporter making the query. The form should include the following items:

- Date and time of the media query
- Name of person taking query
- Reporter’s name and organization
- Reporter’s contact information (phone, fax, e-mail)
- Reporter’s deadline
Subject of reporter’s focus
Background
Specific question(s) being asked by the reporter
Desired response (phone interview, written response, visit, etc.)
PAO point of contact information
Staffing information
Tracking number – A media query log will help track and file media queries and responses.

If you receive a query from the media, record as much information listed above as possible. And, do so legibly. As a rule, you should immediately refer the query to your chief or PAO. The PAO will most likely be the authority to release information and is more likely to know the representative calling. When your PAO or chief is not available, you should only answer the query if you have been given the authority to do so and the requested information is releasable and within the limits of SAPP. In most public affairs offices, a set of established ground rules cover responses to routine queries.

However, always keep in mind that the reporter is most likely working against a rapidly approaching deadline. Therefore, if the information is not readily available or you do not have the authority to respond to a query, respectfully explain this to the reporter and promise to call back. Never brush off a reporter with a vague promise, such as, “I will see what I can find out.” Be courteous and remember you are representing your command and America’s Navy. If you say you are going to get back to the reporter, then get back to that reporter. Your credibility and the credibility of the Navy could be at stake if you do not.

If you receive more than three queries on a particular subject, you should consider sending out the information via an external news release as soon as possible. See Chapter 5 for more information on external news releases.

Media Visits

Members of the media may not only request information via queries, they may also request a visit to your command or simply be invited. In any event, when media visit your ship or station, you will often be tasked to escort them. Media representatives are considered guests of the commanding officer, even when they are covering an assignment. As guests, members of the media are due the utmost courtesy and respect. When you are assigned to escort media, make sure you are prepared. The following items must be coordinated and reviewed with your supervisor, chief and/or PAO prior to the visit:

- Tour route through command – include as many points of interest as possible with security limits
- Interviewees and subject-matter experts
- Times and locations of interviews
- Media information kits.

Once you meet up with the media, you should be relaxed and natural in your actions, and do not try to talk above your level of expertise. If the reporter asks questions you do not know how to
answer, make note of the questions and get back to him or her as soon as possible just as you would with a media query.

If a reporter approaches you for an exclusive, you can work that angle only if the angle is the reporter’s original idea. If not, you have to include all other media interested in the subject.

**Media Information Kit**

The media information kit (also known as a media kit or press kit) is one way to provide visiting reporters with valuable background information on your ship or station. A typical media kit contains the following materials:

- Command historical timeline
- Brief description of the command’s mission
- Welcome aboard brochure
- Biographies of CO, XO and/or other subject-matter experts you may have lined up for the media visit
- Multimedia products (photos, videos and graphics may be provided to the media on CDs, DVDs, or a link to a downloadable website where media can find these products)
- Any other appropriate information to supplement the subject on which they intend to write, such as news releases, fact files, etc.

To assemble the items for your media kit, use a standard-size, double-pocket folder. You can arrange the items in a variety of ways, but one common method is to place the static items (command history, leadership biographies, welcome aboard booklet, etc.) on the left and amplifying, event-specific events on the right. Media kits must be reviewed regularly, because the material quickly becomes outdated.

Media information kits serve many other useful purposes, too. For example, you may give them to visiting dignitaries or guest observers during fleet exercises and operations. They are also used during public visitations, commissioning ceremonies and other special occasions. While on deployment, media kits can be forwarded with advance news releases to local editors in ports scheduled to be visited. American officials in foreign countries also need kits for publicity purposes when ships visit them.

**Media Lists**

An important part of building relationships with the media in your area is knowing what media is in your area. As part of your shop’s files, you should have a detailed list of all the media in your area. The list breaks the media into specified groups, such as newspapers, television, radio and social media.

Finding out what media are in your area is not as difficult as you may think. An Internet search for media as well as networking with area MCs and PAOs should set you on the right path to developing your local media list. For each media outlet you should include the following information in your database:

- Name of the organization
Names of managing editors and/or general managers
Names of editors, news directors and assignment editors
Names of military beat reporters
Names of public affairs directors
Mailing address, including street, city, state and zip code, for the organization
Telephone numbers
Fax numbers. Though fax machines may seem out of date, if the media outlet has a fax number, include it in your listing
E-mail addresses
Affiliation, e.g. CBS, NBC, or FOX, if applicable
Wire service, e.g. Gannett, Reuters, AP, if applicable
Notes about the organization to include previous articles, tone of articles, views on military, social media involvement, etc.

By having a detailed media list, you will be prepared to contact them for media availabilities or to distribute news releases and media advisories quickly. A news release, also known as a press release, is written correspondence directed at the media to inform them of a newsworthy event, service, product or person. A media advisory is an abbreviated news release that invites the media to cover an event themselves. Newsgathering and newswriting will be discussed in subsequent chapters of this module; however, further information regarding media relations and the release of information can be found in CHINFOINST 5720.8, PA Tactics Manual, via P-A Net.

COMMUNITY RELATIONS

Community relations is the third function of public affairs. Also referred to as COMREL, community relations is defined as a planned series of events and activities that fosters communication and understanding between military and civilian communities. It encompasses all official and private contact between the command and its personnel and local communities.

Fostering and furthering good relations with communities at home and abroad is in the best interest of the Navy. A well-planned community relations program will help earn public support and understanding of the Navy's mission and capabilities by increasing public exposure to, and understanding of, military personnel, facilities, equipment and programs. COMREL also works to support recruiting goals and inspires patriotism.

Military organizations should be concerned with community relations because the business of the military is the people’s business. Military organizations have a responsibility to report to the public on the conduct of military business. In a democratic nation, the individual citizen has a right to know how efficiently, and to what purpose, his armed forces are employing his sons and daughters and using his tax money -- plus what the returns on his investment are in personal and national security. The effectiveness of military operations depends upon public understanding, support and cooperation.
ELEMENTS of a COMMUNITY RELATIONS PROGRAM

Among the main elements of a community relations program are publics, communication channels and community relations projects designed to accomplish an organization’s goals in the community.

**Identifying Publics** – Collectively, a Navy command’s public consists of many groups, both internal and external. As with any community, however, you will find key publics or leaders in the community. To be successful in your community relations program, you should identify and be familiar with these publics. As with the media relations program at your command, your shop should maintain a file of civic and community leaders. This file should include all point of contact information, to include names, phone numbers, addresses, websites, etc.

**Internal publics**
- U.S. Naval Academy midshipmen
- NROTC midshipmen
- Military auxiliary organizations
- Career civilian employees
- Families

**External publics**
- The general public
- Community organizations (civic, trade, industrial, veterans, fraternal, youth, women, religious, educational)
- Congress
- Members of committees involved in armed forces matters
- Key governmental officials
- Local government officials
- News media
- Professional organizations
- Well-known local businesses
- Professional people
- Elder statesmen

Community leaders can also be categorized into decision makers, opinion leaders, influentials and the general public. *(Click on links to read Navy news stories that highlight these community members.)*

- Decision makers are elected or appointed officials in the community who vote on issues that may affect the community relations climate. [Mayors](#) and [city council](#) members are examples of community leaders.
- Opinion leaders are community leaders, though not elected or appointed, who still have the power to shape public opinion. There gather a following based on their perspective on a single issue or a group of related issues. An example of this would be school board members, civic organization leaders and religious leaders.

- Influentials are key persons in the business world. They are the CEOs and chamber of commerce members or other business associations in local community. Click here for an example of how influentials support America’s Navy.

- Possibly the most important external audience is the public – our neighbors, our fellow American citizens, taxpayers and voters. Relationships we build with the general population in our communities leave lasting impressions.

  Communication Channels – Several communication channels are available to carry out a good community relations program. A channel is a method used to reach out to your publics. Of course, we have telephones and Internet, but what about getting out in the public to reach your audiences? Service members’ participation in community, church, and athletic and social activities is the most important and effective communication channel. The majority of people in your community will base their opinion of the military on the individuals with whom they come into contact.

Projects and Activities

Projects and activities such as Navy Weeks, installation/ship tours, exhibits, bands, color guards and other planned activities aimed at communicating with the public are essential.

Tours – Navy commands, regardless of their size or mission, generate community interest. For this reason, tours are often an important part of any community relations program, as visitors witness firsthand the Navy in action. The public affairs office is responsible for handling requests for tours, selecting and training tour guides, and planning and coordinating tours.

Just as you will serve as a media escort while serving as an MC, you will also be tasked as a tour guide for your command. As a tour guide, you become the face of the command is imperative you learn as much about your command as possible, but never speak about topics you don’t know about. Saying “I don’t know, but I will get back to you” is never a bad answer, just make sure you find the answer for the requestor and follow through on your promise to get back with them. The following guidelines can be applied to most installation visits and shipboard tours:

- All hands must be reminded they are representatives of the Navy, and their conduct and attitude are important when conducting tours

- For foreign port visits, ship’s company and embarked personnel should prepare for visitors by receiving briefings on local customs and traditions

- “Welcome Aboard” packets or brochures supplement the guided tour. Similar to media kits, a welcome aboard kit typically contains significant events in the ship’s history, photographs of the ship, historical and unclassified statistical data, a discussion of the ship’s mission and your commanding officer’s biography. If foreign port visits are anticipated, packets should be translated
- Explanatory signs or photo boards should be prepared directing visitors through the ship and explaining systems and equipment. When overseas, the signs should be in both English and the host-nation language, if possible. To translate these items as well as items like welcome aboard brochures, the PAO will most likely coordinate with the command’s operations department and with host-nation and embassy personnel.

- Opportunities should be arranged for local citizens to meet with members of the ship’s company to share interesting backgrounds.

- An adequate number of selected and trained tour guides or escorts should be selected based on appearance, enthusiasm, ability to be personable and skill in expressing themselves. In all cases, guides should be trained and briefed in advance. A quick inspection of your tour guides’ uniforms is a must. Of note, those who speak the host country’s language should be used as hosts whenever possible.

- Particular care must be exercised when news media representatives are invited aboard in a capacity other than their professional one. They should be treated as news media representatives regardless of their status as invited guests.

More information regarding the coordination and approval authorities for visits and embarkations can be found in OPNAVINST 5720.2, Embarkation in U.S. Navy Vessels. Instructions can be found at the Navy Instruction Issuances Web page.

- Participation in Community Events – Military members may support community requests to participate in local events as part of an honor guard, science fair, marching unit, etc. Generally, efforts involving service members, such as joint cleanup ventures or blood drives, are most productive. Support must be confined to activities of common public interest and benefit a local, state, regional or national interest, unless specifically authorized by public law or executive order. When in doubt, talk to your chief or PAO.

More information regarding community relations can be found in the PA Regs, SECNAVINST 5720.44 and the PA Tactics Manual, CHINFOINST 5720.8.

- Navy Office of Community Outreach

The Department of the Navy has long realized the importance of community relations as it relates to our overall public affairs mission. The Chief of Information established the Navy Office of Community Outreach (NAVCO) as a field activity to serve as the central point of coordination for Navy community outreach programs throughout the continental U.S. with the exception of fleet concentration areas and the Los Angeles and New York metropolitan areas. The goal of this coordination is to conduct and align national Navy image, awareness and branding efforts by coordinating existing assets for maximum community-relations impact. NAVCO is governed by OPNAVINST 5726.8, Outreach: America’s Navy. More information about NAVCO can be found at www.navy.mil/navco/.

The primary means of outreach is through Navy Weeks, which work to bring a concentration of Navy assets and personnel to America’s heartland. This is done through programs like the Navy Speakers’ Bureau, Navy Band support, Navy Aviation support, Caps for Kids program, media outreach, and namesake visits during Navy Weeks.
• The speakers bureau program is a way of getting your messages to various facets of the local community by sending speakers to talk about their jobs, the installation and its mission. Your installation is full of people with special skills, talents and interests. Civic groups are always on the lookout for speakers. The public affairs staff is responsible for maintaining a roster of speakers, evaluating requests and coordinating speaking engagements.

• Military band performances – Military bands can provide patriotic or military music in the local community when sponsored by non-federal entities. However, Navy bands are not allowed to provide background, dinner, dance or other social music at programs held away from an installation. This would compete with local private bands. They can, however, perform their patriotic or military music and can be used to support recruiting activities. More information on the Navy Bands program can be found on the NAVCO website.

**SUMMARY**

In this chapter you have learned about the three functions of public affairs – internal relations, public information and community relations. Equal emphasis should be placed on all three, because as a junior MC, you'll likely find yourself working with all three, sometimes simultaneously. With proper planning, each function will work to support the other, satisfying each of your audiences and supporting your command's overall public affairs' goals.
CHAPTER 5

INTRODUCTION TO NEWSWRITING

Learning Objectives: Upon completing this chapter, you should be able to do the following:

— Identify newsworthiness.

— Identify the basic elements of a news story.

— Define the ABCs of journalism.

— Discuss the use of attribution in a news story.

— Explain security, accuracy, propriety and policy (SAPP) in a news story.

— Explain process of localizing and rewriting.

— Explain difference in print newswriting and broadcast newswriting.

— Discuss process of copyediting.

INTRODUCTION

In previous chapters, you read about the fundamentals and functions of public affairs. As you learned, MCs serve as internal media and work with external media and communities to tell the Navy story. For these reasons, you must possess strong writing skills and understand the "nature of news," or what makes a situation newsworthy. This allows you to successfully promote issues and events to the media and your audiences.

The exact definition of news varies from one person to the next; however, one common thread is that news is information people want and need. News is written to inform, peak interest or entertain. News is the timely report of an event of sufficient importance that interests a number of people and possesses a combination of elements of mass appeal.

This chapter covers the elements of mass appeal and writing essentials. To understand and employ these skills is to understand how to efficiently and effectively prioritize your efforts as an MC.

ELEMENTS OF MASS APPEAL

As mentioned above, the definition of news changes from person to person. However, what makes news, news remains typically consistent. We will use 10 major element of mass appeal to identify the nature of news here. To help you remember these elements of mass appeal, use the acronym “SPICE COPPS” to identify them. See Table 5-1.
Table 5-1

- Suspense
- Prominence
- Immediacy
- Conflict
- Emotion
- Consequence
- Oddity
- Proximity
- Progress
- Sex

Suspense

You most often see the suspense element presented in a day-by-day or hour-by-hour account of a high-visibility event. Examples are a desperate search for a lost submarine or rescue operations for trapped miners. A news story may not build to a climax the way a mystery does, so it is important that you cite the most important facts first. This practice helps to heighten the suspense of many stories because the ultimate outcome is unknown and is usually revealed through progressive, periodic installments.

Prominence

Prominence is a one-word way of saying “names make news.” When a person is prominent, like the President of the United States, almost anything he does is newsworthy. Several hundred civilians may visit your unit in the course of a month without raising a stir. Yet, if one happens to be a state governor or celebrity, you have a news story packed with prominence. Prominence is not restricted or reserved for VIPs. Some places, things and events have prominence. For example, the White House (a place), the Hope Diamond (a thing) and Fourth of July (an event) all awaken interest.

Immediacy

Immediacy is timeliness. An event that has just happened is news. One that happened a few days ago is history. Few events of major significance can stand up as news if they fail to meet the test of timeliness. The key here is to get your story out quickly.

Conflict

Sporting events, wars and revolutions are the most common examples of conflict in the news. Stories that contain this element generally draw the most interest. Man may be pitted against man, team against team, nation against nation or man against the natural elements. Examples are a story about a pilot struggling to land a crippled plane, a coxswain’s heroic efforts to keep his crowded boat from capsizing in heavy seas, or Navy taking on Army in the big game.

Emotion

The emotional element, sometimes called the human-interest element, covers all the feelings that human beings have, including happiness, sadness, anger, sympathy, ambition, hate, love, envy, generosity and humor. Emotion is comedy. Emotion is tragedy. It is the interest man has in mankind. Stories following natural disasters often have emotional ties.
Consequence

News of change or news that affects human relations is news of consequence. The more people affected, the greater the news value. A story on the advancement of 2,500 petty officers has consequence within the Navy, especially to those who took the exams. A congressional act that raises basic pay by 2.6 percent for everyone in the armed forces is of great consequence both to the Navy and to the public.

Oddity

An unusual or strange event will help lift a story out of the ordinary. For example, 100-percent advancement to master chief petty officer is definitely newsworthy, considering typical advancement to E-9 is about 1 percent.

Proximity

Readers are interested in what happens close to them. Proximity is the nearness of an event to the readers or listeners and how closely it touches their lives. People are interested in news that affects them, their families, their ships or stations, their friends, and their hometowns. If Capt. John Smith of Newport, R.I., relieves Capt. Bill Stone of Charlotte, N.C., as commanding officer of Naval Station Annapolis, it is news in the Annapolis, Baltimore and Washington areas and in the two officers' hometowns. It is not news in Huntsville, Ala., where no one knows either captain or cares particularly who commands a naval station in Maryland.

Progress

In our technologically advanced society, we are interested in advancements in science, technology, medicine, etc. Progress in the Navy may not be as dramatic, but it remains significant to our audiences. For example, an improvement in mooring lines, shoe leather or leave chits can be significant progress. There is a great deal of progress in Navy news stories. The Navy is constantly making progress in seamanship, weapons systems, aeronautics, nuclear propulsion, medicine, habitability, education, human relations, leadership and other fields.

Sex

Sometimes sex is the biggest, single element in news, or at least it appears to be the element that attracts the most readers. Consider all the stories in papers that involve men and women — military, sports, financial news, society and crime. The element of sex, however, ranges from front-page sensationalism to news involving women serving on submarines. Having all Navy Sailors of the year being female definitely fits into this category. One word of caution is be careful not to overemphasize the sexual element unnecessarily as it may be in poor taste for an official Navy release.

THE ABCs of JOURNALISM

Now that you know what makes news, it’s time to discuss writing the news. When writing, you should adhere to the basic principles of newswriting, otherwise known as the ABCs of journalism — accuracy, brevity and clarity. By doing so, you will build trust and credibility from your audiences.

Accuracy is a must for spelling, facts, figures, style, grammar, and policy. If the information you’re releasing is incorrect in any way, what’s the point? People have to trust you to get the news right. If you can’t, you’ve lost your credibility.
Brevity is all about keeping it short. Be concise, and eliminate wordiness and redundancy.

Clarity means writing in a way that is understandable to your audience. It’s writing at a middle school reading level. It’s putting numbers/statistics in context. It’s staying away from slang, technical terms or acronyms and abbreviations readers may not understand. Sometimes, it’s very easy to forget that not everyone reading your article is IN the military. You should always write with the knowledge that John Q. Public is also a big part of your audience, even for your internal publication.

SAPP

Before you proceed further into this chapter, take a moment and review SAPP, discussed in Chapter 3 of this module. Like the ABCs of Journalism, SAPP is extremely important in your role as a Navy MC. SAPP stands for security, accuracy, propriety and policy. DO NOT VIOLATE SAPP.

EDITORIALIZING

The writer’s personal opinions should never be injected into a news story – this is called editorializing. The only persons permitted to express an opinion in a news story are those identified in the story itself. Even then, the opinion quoted must be attributed. Attribution will be discussed later in this chapter.

News stories should be written in the third person and facts should be reported as they are found, without personal pronouns referring to the writer.

Consider the following examples of editorializing in straight news copy, then note the following suggestions offered to eliminate the implied opinions:

- **Poor**: Lt. Steven Post is exceptionally well-qualified for the position
- **Improved**: Lt. Steven Post, with a degree in law, has eight years of experience as a legal officer
- **Poor**: An interesting program is planned for tonight at the Officer’s Club
- **Improved**: The program scheduled for the Officer’s Club tonight includes…
- **Poor**: The punishment was unjust
- **Improved**: The U.S. Court of Military Appeals ruled the punishment imposed by the court-martial was unjust.

ANATOMY OF A NEWS STORY

An internal news story is one of the best ways to get information out to your command as has been discussed. Taking all of the many things you have learned to this point, it’s time now to start building a news story. But where do you start?

**Inverted Pyramid**

Statistics have shown that the average person may only spend about 15 minutes a day reading the news in hard-copy form or online. Therefore, basic news is written in the inverted pyramid style, which means front-loading the most important facts then continuing through the article in descending order of importance.
The inverted pyramid (See Figure 5-1) can be broken into three parts – the lead, bridge and the body. This structure allows readers to get the news they want fast so they can move on to the next news item without missing anything essential.

In addition to meeting the needs of the typical newsreader, the inverted pyramid also benefits editors and publishers. With the average commercial newspaper or online news source containing about 60 percent advertising and 40 percent news, editors and publishers look for ways to save space. So, they cut copy. By using the inverted pyramid, they can delete copy from the bottom up and still tell the story without adversely affecting the reader’s understanding of the content.

Figure 5-1, Inverted pyramid.

Lead

The lead is at the top of the inverted pyramid. It is not only the first and most important paragraph of a news story; it is the essence of what you know about the event. It is written crisply and tightly and provides the important facts first.

Along with a headline, the lead brings the reader into the information. Your lead grabs the reader by the collar and screams “READ ME!”.

Summary (News) Lead – The most common news lead is the summary lead. A summary lead gives the reader the facts that most clearly and compellingly tell what the story is about, without editorializing or including any unnecessary wording. If you’ve done your job, the summary lead will draw the reader into the rest of the story, where other details will be provided.

Summary leads contain the five W’s and H of the news story – who, what, why, when, where and how. Why and how are sometimes a given or left out when the information is not available. For example, if a helicopter crashes on a flight deck, the initial news story will not have a why element. This is because an investigation into the “why” must be conducted.

A summary news lead is a one-sentence paragraph, 30 words or less. Brevity is important – shorter leads can be hard-hitting – but be certain not to leave out critical information. Another reason for limiting the length of a summary lead is that 30 words equals about one column inch of copy in print. This is long enough for the writer to provide the essential facts, but short enough to keep the reader’s interest.

News Peg – A news peg is found in the lead and is the most significant or interesting fact in a story. It is the reason you are writing the news story. Something happened or is scheduled to happen, or there wouldn’t be any reason for you to write a story. For example, if there was a fire in housing, then you’d write a story about the fire for the newspaper. The fire is the news peg.

Lead Emphasis – From the news peg comes the lead emphasis – the most important of the five W’s or the H. This item is the very first piece of information presented in the summary lead; it
receives the most "emphasized" position in the lead. The key to selecting the right lead emphasis is to remember the reader's point of view and the elements of mass appeal.

Here are some general rules to guide you in selecting a good lead emphasis:

- **Who** or **what** is most commonly used for the lead emphasis, because readers want to know about other people or what they are doing.
- If the event affects one person, a **who** lead emphasis works well (e.g., who is receiving an award).
- If the event affects more than one, a **what** lead emphasis would work well (e.g., a concert).
- **When** and **where** are seldom used as lead emphases, because they are rarely as important as the who or what. Remember these items must still be included in the lead.
- **Why** and **how** are used only when extremely important or unusual. Most often, **why** and **how** lead emphases are used in follow-up stories after incident/accident investigations are complete.

**Impersonal Who** – Think back once again to the elements of mass appeal and the nature of a subject's prominence. In newswriting, if you can't be sure your **who** will be easily recognized, you will use an impersonal who to identify that subject in the lead. Full identification of your **who** will then be made in the bridge, the second paragraph of your inverted pyramid news story. The impersonal who contains two primary elements – the person's job title and unit/organization. Here is an example of an impersonal who used in a Navy story:

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**Georgia governor welcomes Navy week**

*By Mass Communication Specialist 1st Class (SW/AW) Davis Anderson, Navy Office of Community Outreach Public Affairs*

The governor of Georgia welcomed Atlanta Navy Week 2010 with a proclamation ceremony held at the North Wing Rotunda of the Georgia State Capitol building Oct. 13, coinciding with the U.S. Navy's 235th birthday.

During his opening remarks, Gov. Sonny Perdue expressed his appreciation for the Navy.

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**Dateweek**

Before we move on to discuss the bridge of a news story, it's important to take a minute to discuss the "when" element found in the lead. **Dateweek** is the tool journalists use to determine whether they should use the day of the week (Sunday, Monday, Tuesday, etc.) or the month and date (Sept. 12, Jan. 13, April 10, etc.) to tell readers the when of the news event. Although a common practice in some publications, using both the day of the week and the month/date is redundant.

The first step toward understanding dateweek is to remember that it contains a total of 13 days. It doesn't matter whether your publication is a daily, weekly or monthly -- it's still 13 days from one end to the other.
The 13 days of the newspaper dateweek break down like this:

- The day in the center is the day your newspaper gets published (hits the streets to be picked up and read by your audience)
- There are six days before the publication date
- There are six days after the publication date.

The six days before and the six days after the publication date are within the newspaper dateweek for that week's publication. When an event has taken place or is scheduled to take place within that dateweek window, the when of the event is given using the day of the week (Monday, Saturday, etc.). If the event is scheduled for the day of publication, you should use the word "today." Your verb tense lets the reader know the event has happened or is going to happen. Do not use "tomorrow," "yesterday," "next" and "last."

Example (publication day is Thursday, Oct. 21, 2010):

The annual haunted trail opens today at Carr Point and will run each evening through Halloween from 7 to 9 p.m. (Trail opens the day the publication hit the streets.)

The annual haunted trail is scheduled to open Friday at Carr Point. (Trail opens Oct. 22.)

A meeting to discuss telecommuting for Sailors stationed in the Jacksonville area was held Monday in the base auditorium. (Event was held Oct. 18, prior to the publication day.)

The USS Crommelin’s Family Readiness Group will welcome new members Nov. 2 during its monthly meeting in the Fleet and Family Service Center conference room. (Scheduled date is out of 13-day dateweek range.)

When writing about something that is happening or happened in a different year, the year should be included. Punctuation of a day, month and year in a sentence is (notice the year is set off in commas):

The U.S. frigate Constitution launched on Oct. 21, 1797, in Boston.

Bridge

After you have written the lead for a story, what do you do next? In some stories, you will find the transition from the lead to the body of the story a bit awkward. To transition smoothly and stay within the inverted pyramid structure, use a writing device known as a bridge. A bridge is a connecting paragraph between the lead and the body of the story.

As with the lead, the bridge is limited to 30 words or less. The bridge builds upon the information found in the lead. You can use the acronym WAITs to determine what kind of information might be important to include in the bridge. A bridge contain at least one of the five elements in the acronym WAITs but will usually include at least two.

- **W** = W’s or H not included in the lead
- **A** = Attribution
- **I** = Identification
• **T** = Tieback information

• **S** = Secondary facts.

Five W's and H — As you learned above, the summary lead must contain at least four of the six news elements: **who, what, when** and **where**. These elements of information are reflective of the first questions a reader will usually ask. The **why** and **how**, if available, are routinely placed in the bridge, because they are usually not considered so crucial that they must be part of the lead. They also tend to be longer pieces of information, which often precludes them being included in the lead.

Example:

• (Lead:) The deadline to update emergency data forms for Sailors here has been extended to Wednesday

• (Bridge:) The personnel office staff wants to be sure all Sailors have the opportunity to update this information.

**Attribution** – Attribution tells readers the source (person) or authority (directives, regulations, etc.) from which information was obtained. Because a writer cannot inject his own opinions into news, attribution lends credibility to the information. Attribution is seldom used in the lead, but often appears in the bridge.

Example:

• (Lead:) Male Sailors stationed here will no longer be allowed to wear earrings while off duty, beginning Monday

• (Bridge:) The jewelry has contributed to several fights at downtown clubs, **according to Capt. John G. Jones, commanding officer**, who instituted the policy after consulting with the base legal office.

**NOTE:** The writer **identified a policy change in the lead**. An MC doesn’t have the authority to make such changes, so he or she must identify who is setting this policy. In this case, the bridge also contained the **why** element.

Information that needs to be attributed includes:

• sources of direct or indirect quotes

• statements of fact that are not readily verifiable or facts that are disputable

• information that is not common knowledge

• policy changes

• opinions – professional (doctors, lawyers, governmental experts, police, etc.) or otherwise. Opinions are views, judgments or appraisals formed in a person’s mind about a particular matter.

Not everything absolutely must be attributed, however. Generally, you do not need to attribute

• facts that are historically true, such as the year the Battle of Gettysburg was fought (1863)
• facts that are easily verifiable, clearly self-evident, commonplace or clear, such as the fact that in our solar system, Venus is the second planet from the sun.

When in doubt, ATTRIBUTE. Attribution allows the reader to judge the value of the facts based on the prominence/authority of the source. Guidelines for use of quote and attribution will be discussed later in this chapter.

Identification – The “I” in WAITS is identification. This element builds from an impersonal who found in the lead. If an impersonal who is used in the lead, full identification is required in the bridge. Full identification includes the following items (These requirements apply to full identification of sources used in the story body as well):

• Service — if the person is not a member of the host service, identify the person’s service affiliation. For example, if you’re writing for publication on a Navy base, it’s not necessary to identify Navy individuals as being in the Navy. However, you DO have to identify by service any non-Navy service members mentioned in your stories. Example: Army Staff Sgt. Mary Ferguson participated in the training …

• Rank/paygrade – List rank according to the AP Stylebook (unless the person is a civilian) for external news releases, but follow Navy style for Navy.mil and internal publications

• Full name – Include a person’s middle initial unless person requests otherwise or does not have a middle initial

• Age – If the person is deceased or the age adds interest to the story, it should be included. Releasing someone’s age is not always possible due to privacy issues; ages of the dead are releasable, but ages of the living may or may not be. In some cases, age is considered essential to the story because it has direct bearing on the story’s importance. For instance, if a 27-year-old climbs Mount Everest, it’s not as big a deal as it would be if an 88-year-old did it. In the case of the 88-year-old, it’s essential

• Hometown – Listing the person’s hometown adds marketability to the story. However, similar to listing one’s age, ensure there are no reasons why this item should not be included. Remember Fleet Hometown News.

• Job title – Unless used in the lead, include the person’s job title

• Organization – Same as job title above.

NOTE: Be very careful not to confuse job title, rank/paygrade and service. Each is a completely separate type of identification. “Coast Guard” is not a job title, it's a service. “Petty Officer 2nd Class” is not a job title, it’s a rank/paygrade.

Once a person has been fully identified, use only the last name in subsequent references unless there are two or more people with the same last name mentioned in the story.

Example:

• (Lead:) A journalism instructor at the Defense Information School was named Fort Meade Sailor of the Quarter in a ceremony Tuesday at the post’s Club Meade.

• (Bridge:) Navy Petty Officer 1st Class Dwight J. Evans teaches basic videography for the Basic Mass Communication Specialist Course.
Tieback – This newswriting device brings the reader up to date on past and present events. It is a short recap frequently is used in follow-up stories.

Example:

(Lead:) The Canadian icebreaker MacDonald, with the help of U.S. icebreakers Glacier, Staten Island and Northwind, is free from the arctic ice pack that threatened to maroon it until next summer

(Bridge:) MacDonald was making the trip back from the research station ice-island T-3 when it began experiencing difficulties in the polar ice.

Secondary Facts – Secondary, but significant, facts serve as a transition from lead to body. The bridge is often used to give the reader information that is significant, but not important enough to be placed in the lead. Since the bridge often amplifies the lead with attribution and identification, secondary facts are often part of this paragraph.

Example:

(Lead:) Most of Naval Station Newport was without electrical power for three hours after Tuesday’s thunderstorm

(Bridge:) In addition to downed power lines, several trees were uprooted, and considerable damage to mobile homes was reported at the post trailer court.

If well written, you could theoretically print just the lead and the bridge without depriving readers of any vital information; note how many newspapers use "news briefs" that are only two or three paragraphs in length.

Body

To produce a smooth, final story, the lead, bridge and body must coincide. The body is the detailed portion of a news story that develops and explains the facts outlined in the lead and bridge. Here again, the importance of a neatly tailored lead cannot be overemphasized. A cumbersome lead is most often followed by a cumbersome body. But when a lead has done its job, it provides a blueprint for the orderly organization of facts in the body of the story.

Guided by the idea of news importance, the writer proceeds through the story by selecting the next most important incident, fact or detail, then the next important, and so on, until reaching the least important of all. At this point, the writer has reached the apex of the inverted pyramid with material of least value. The writer now knows that the editor can slice one, two, or three paragraphs from the bottom of his story without depriving the reader of the story’s chief news elements. The table below shows a diagram of a straight news story structure.
A hard news story doesn't have a formal conclusion. It just ends when you run out of information that pertains to the story. Remember, after the lead and the bridge, all or part of the body should be easy to cut without losing valuable information; that's the beauty of the inverted pyramid.

Organization is the key. Answer the questions that are most important to the readers first. And produce in the body what you promise in the lead: if the lead says the story is about a fire, then you must restrict the body of the story to giving information only about that fire. Always include all available information that does not violate security, accuracy, policy or propriety. It is not your job as a reporter to decide what gets cut and what does not; that's the editor's job. If you've written the story in inverted pyramid style, nothing truly important will be lost.

Tips for writing the body:

- Don't bury important information in the body. Never assume readers will get that far into your story
- After the lead and bridge, stick to "one idea per paragraph" construction, but break up paragraphs that get too long (three sentences per paragraph is about the max)
- Keep sentences short: 30 words or less works all the way through a news story
- Keep sentences simple: whenever you can, use subject-verb-object structure. That doesn't mean you will never use passive voice. Considerations such as the correct lead emphasis may force you to write a passive-voice sentence
- Use easy-to-understand words and phrases. Write to EXpress, not IMPress!
- Use strong, active, accurate verbs, but be careful with adjectives. Do not editorialize
- Be specific and accurate. Is he a sergeant or a technical sergeant
- Avoid repeating facts
- Smooth out your writing by eliminating words that do not add meaning. Remember brevity
- Don't use the same word to start every sentence/paragraph. A commonly repeated beginning word is "the"
- Use vivid quotes to liven up the story
- Let the editor decide what to discard, but if a quote or phrase is speculative and/or lacks authority, throw it out.

**SUMMARY LEAD**

A Navy officer who had never before taken control of a single-engine aircraft brought an Air Force spotter plane in for a rough, but-successful landing Oct. 12 at Eglin Air Force Base.

**FACT 1 (bridge)**

Lt. John G. Smith of Jackson, Miss., walked away from the emergency landing only "slightly shaken up," said Air Force Col. Arnold Phillips, Eglin’s senior medial officer.

**FACT 2**

The incident came about after the pilot, Capt. Fred Johnson, 28, died of a heart attack during a routine training mission over the Gulf of Mexico in an area 60 miles southwest of the base.

**FACT 3**

A former enlisted man, Smith served as an aerial photographer for several years and credits his general familiarity with aircraft in helping him land the plane.

**FACT 4**

Presently assigned to Eglin as a Navy liaison officer, Smith reported to his present duty station in July 2009.
Using quotes – Quotes should not only be used in the bridge but also in the body of the story. They add variety, authenticity and a "voice" to the news. Unfortunately, some reporters don't attribute the spoken word correctly. They think they can just put quotation marks around anything they like, or toss in an opinion and not mention the source of that information.

When using quotes, remember this very basic, but important, rule: Direct quotes are verbatim spoken words or to-the-letter published material. Anything else is paraphrased, or indirect, information.

NEVER fabricate a quote or alter a quote and leave it in quote marks, not even to fix someone's grammar. Doing so is the same as altering a photograph (as you will learn in Module 2): it is unethical and dishonest because it is changing the facts. It is not a journalist's job to change the facts, but to report them.

Use quotes sparingly and only when they are memorable. Quotes set off controversial material, helping fortify a point and highlighting language.

Quote abuse is one of the most common problems in journalism. Beginning journalists tend to quote material that doesn't say anything unique. For instance, if you quoted the commander saying, "The duty day runs from 0730 to 1630," you would start losing your readers. This type of quote is neither memorable nor effective. It's common, easily verifiable information.

A good rule for knowing when to use quotation marks, according to successful freelance writer Art Spikol, is to "Use them to set off revealing, significant statements -- not to give statements significance."

**Direct Quotes** – A direct quote states EXACTLY what a person said, EXACTLY the way he or she said it, and it appears inside quotation marks:

"Our graduates serve both soldiers and the American taxpayer," said Hobson. "The public's interest must be our interest. There is no excuse for fiscal irresponsibility; the public won't accept it, and neither should we."

Direct quotes must never be altered, for any reason whatsoever. If a quote is too "bad" to use verbatim because of grammatical errors or for other reasons, paraphrase and run it as an indirect quote.

**Indirect Quotes** – When you change the words someone said while leaving the meaning intact, the result is an indirect quote, or paraphrasing. Quotation marks are NOT used with indirect quotes:

School graduates serve both soldiers and the American taxpayer, said Hobson. "The public's interest must be our interest. There is no excuse for fiscal irresponsibility; the public won't accept it, and neither should we."

When paraphrasing, make absolutely sure you ARE NOT changing the meaning of what the person said. If you do, you have not reported the facts accurately.

**Partial Quotes** – When you use some, but not all, of a direct quote, you're using a partial quote. Only the portion of the quote that's used verbatim should appear inside quotation marks.

Direct Quote: "For 50 years, we have tried to provide the Army with finance officers who can move tanks, troops and mountains with their comptroller skills," Hobson said. "That's the power of the
purse string in today's Army. We need finance officers who can handle the task fairly and with fiscal responsibility."

Combination using partial quotes (underlined for training purposes): For 50 years, the school has worked to provide Army officers who can "move tanks, troops and mountains with their comptroller skills," said Hobson. "That's the power of the purse string in today's Army. We need finance officers who can handle the task fairly and with fiscal responsibility."

Partial quotes should not be used frequently. If you use them at all, try to limit them to one or two per story, maximum. Usually it's better to use a direct or indirect quote than to resort to a partial quote, but they can be used occasionally for variety.

Here's why:

- People begin to wonder what you're omitting -- and why
- Partial quotes can be hard to read and interpret
- They interrupt the normal flow of a sentence.

Tips for using quotes (reiterating from the information above):

- Don't let quotes tell the entire story. Sprinkle them throughout. Don't "slosh" them everywhere
- Provide the quote itself before the attribution most of the time, because what is said is more important than who said it. Mix it up occasionally only for variety's sake
- Keep the person's name and the attributive verb together
- Correct example: "...," said Carlton F. Fisk, a civilian machinist
  
  Incorrect example: "...," Carlton F. Fisk, a civilian machinist, said
- Don't use words such as "thinks," "feels," "believes," etc., as attributive verbs; "said" is the best attributive verb for ANY type of attribution
- Be consistent with attributive verb tense: use either past tense (said) or present tense (says) throughout, but not both in the same story. Past tense is preferred. (This applies to other verbs in the story, too)
- Use first-person personal pronouns (I, me, we, our, us, etc.) only in direct quotes. If you paraphrase a quote, you must change personal pronouns to words such as he, she, they, them, etc
- When you begin to quote a new person, begin a new paragraph. Mixing quotes/information from two or more people in the same paragraph causes reader confusion
- When mixing direct and indirect quotes in the same paragraph, place the attribution with the direct quote. Never leave a direct quote hanging without attribution
- NEVER alter a quote and still use quote marks — not even to "fix" grammar problems. However, punctuation is fixable as long as it does not change the meaning of the quote
- NEVER FABRICATE A QUOTE. Your job is to report the news, not make it up.
EXTERNAL PRESS RELEASES

The information above outlines the anatomy of a news story. This structure is geared toward internal news releases, but the information is also applicable to externally released products. **External releases** are sent to external news media for dissemination to the American public.

Before you send an external release to the media, be sure to carefully evaluate the information’s news value and related it to the external audience. By doing so, you stand a better chance of having the release used by the media.

**News/Media/Press releases**

The primary difference between the internal news stories written for your command publication and the external release written for the news media is the **audience**.

External releases are used to send stories outside your internal audience area. Most public affairs offices have release forms and established formats. While form styles and formats may differ from shop to shop, the information is released basically the same way.

**Types of external releases**

Hard news external releases fall into four general categories:

- "Kudos" stories feature hometown stories or award ceremonies. (Do not release proposed awards)
- Announcement stories feature contract awards, public safety announcements, gate closings, exercises and their impact on communities, etc
- Public event stories feature public visitation, tours, changes of command, etc
- Accident/incident releases inform of accidents/incidents involving military assets, including people and property.

**Note:** An external release can also be a feature story. You’ll learn more about features in Chapter 7.

**Datelines**

A dateline is a journalist tool unique to external releases. It tells the reader where the story originated (was written). It does not necessarily tell where the news event happened, which is why we often use words like "here" as the where element in leads.

Datelines must be used on all releases sent to external media. You should also find them on stories received from outside sources. The reason for this is to make sure the reader understands the story was not written at your unit but was filed or submitted from another source. Commonly, you will see datelines from Navy News Service, Army News Service, Air Force Print News, Navy Exchange Command, etc.

Datelines are not needed for internal stories you generate that will appear in your internal publication.
A little history: Before modern technology, when news took days to travel across the Atlantic or across the country, the date the story was written was much more in doubt than it is today. Therefore, the date the story was written appeared in the dateline — hence the name. Today, the date is usually within 24 hours and can be easily determined by reading the time reference in the lead (date-week). So while we still call them datelines, a more accurate description might be “placelines.” You may still see dates in datelines in news sites on the Internet, but they are not commonly used elsewhere.

Format – Datelines are written in a specific format to ensure consistency throughout the media. The dateline is found at the very beginning of the news story in the same paragraph as the lead. It consists of a city and state or city and country, and is followed by a dash – a dash, not a hyphen. The city is written in capital letters, while the state or country is not.

Some cities, both nationally and internationally, are prominent enough, however, that the state or country is not needed. These cities are identified in the datelines entry of the AP Stylebook. For releases sent to Navy.mil, Great Lakes, Norfolk, San Diego, Pearl Harbor and Arlington stand alone as well due to their strong Navy ties.

EXAMPLES:

NEW PORT RICHEY, Fla. — Navy Junior Reserve Officers Training Corps (NJROTC) units from schools throughout Florida gathered to compete in personnel inspection, drill, color guard, academics and athletics at the 3rd annual Mitchell Mustang Stampede at J. W. Mitchell High School, Oct. 16.

NEW AMSTERDAM, Guyana — The Continuing Promise 2010 (CP10) Partnership of the Americas mission aboard USS Iwo Jima (LHD 7) dropped anchor just off the coast of New Amsterdam, Guyana, Oct. 17.

The local angle

The lead for an external release differs from an internal news lead. One of the 5Ws or the H is still used for lead emphasis, but the information is evaluated and applied a little differently. In an external release, you must establish two things. The first is the local angle.

- The local angle lets an editor immediately recognize why the story is important to his audience
- The local angle is the lead emphasis; it will be the first few words of the lead, immediately following the dateline.

Say you are in Peoria, Ill., and you see a story with a lead that reads (Original article edited to be used as an example:)

PEARL HARBOR — The director of the Universal Picture’s movie "Battleship" hand-picked a Sailor assigned to the aircraft carrier USS Ronald Reagan (CVN 76) to be a part of the movie while it was filming at Joint Base Pearl Harbor – Hickam on Sept.13-14.

Petty Officer 2nd Class Jane L. Sailor was playing soccer for a U.S. Navy team during a Rim of the Pacific (RIMPAC) 2010 sports game last July when the director, Peter Berg took notice of her and wanted her to be part of the movie as an extra and a military technical advisor to Rihanna.
Why would the audiences in Peoria care about this news story? By reworking the release a bit, you can target the article to the Peoria audience.

PEARL HARBOR — A 1992 graduate of Peoria High School, currently serving as a gunner’s mate aboard the aircraft carrier USS Ronald Reagan (CVN 76), was hand-picked by the director of the Universal Picture’s movie "Battleship" to be a part of the movie while it was filming at Joint Base Pearl Harbor-Hickam on Sept. 13-14.

Petty Officer 2nd Class Jane L. Sailor playing soccer for a U.S. Navy team during a Rim of the Pacific (RIMPAC) 2010 sports game in July when the director, Peter Berg, took notice of her and hired her to be the military technical advisor to Rihanna.

**Military tie**

The second necessary item in an external news lead is the military tie. This is the public relations side of PA. If you don't have a military, or Navy, tie to the release, you have no reason to send from your PA shop. The military tie explains to the editor why it is coming from your command on your news release letterhead.

In stories about individuals, the individual's job title (or rate/rank) and unit often double as the military tie. In these cases, the military tie is often set off by commas:

PEARL HARBOR – A 1992 graduate of Peoria High School, currently serving as a gunner's mate aboard the aircraft carrier USS Ronald Reagan (CVN 76), was hand-picked by the director of the Universal Picture's movie "Battleship" to be a part of the movie while it was filming at Joint Base Pearl Harbor-Hickam on Sept. 13-14.

**The rest of the lead**

Remember, whether a lead is for internal or external publication, you must still ensure:

- It contains a who, what, when and where (at a minimum).
- It is one sentence, 30 words or less.
- It contains an external dateweek.

An external dateweek for external releases you send out is figured the same way as for an internal release, **but the publication date is different**. The publication date for an external releases is the day the release is sent to the media. This date is also found in the header of the release (more to follow on release headers). When you use the word "today" in an external release, it means the date on the release.

The date on the header must be correct. If you put the wrong date on a release and use the word "today" in the story, you have created a major error in fact.

**External release header**

The template used by your shop for external releases is at the discretion of the PAO. However, the header of your choice must contain the command’s name and address, point-of-contact information, a release number and release instructions. Recipients of the release will need this information if they have follow-up questions or concerns. One word of caution when creating your template: Using
your command logo or creative graphics is discouraged as these items are typically large and will clog people's inboxes.

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<tr>
<th>NEWS RELEASE</th>
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<td>COMMAND NAME</td>
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<td>DATELINE – NEWS LEAD</td>
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###

*Release Number* – News releases should be tracked for accountability and cataloging purposes. Most shops use the number, hyphen, year format. In the example above, the release number, #01-10, identifies that the release is the first release for 2010. Traditionally, hard copies of releases were logged and kept in the office. Today many shops keep only electronic copies.

*Release Instructions* – Most of the external releases you send will be “FOR IMMEDIATE RELEASE,” which means you want the media to use the information right away. Another option is to use “EMBARGO UNTIL <date>“, telling the editor to hold the information until the date specified. Keep in mind, editors and journalists are under no obligation to honor an embargo. Some shops use “hold for release” vice “embargo until.”

*External Release Bridge/Body*  

Rules and guidance for writing the bridge of an external story remain the same. The bridge should be kept to one sentence, 30 words or less.

In the body of an external release, you will again use the inverted pyramid style of newswriting. The difference is the audience and the organization of the remaining facts. What is important to a military audience may not necessarily be the same with an external audience. Therefore, the order of the information should be arranged to include any local angle information up front. When organizing your facts, ask yourself what impact each has on the reading audience. Don't leave out information; just arrange it differently if necessary.
All releases, internal and external, should end with a code to let the reader know that there is no additional copy. Historically, the codes “XXX” and “-30-” have been used. “XXX” originated during the Civil War when copy was sent over telegraph lines. It is also the Roman numeral for 30, thus inspiring the “-30-” ending. Modern press tends to use “###,” while many Navy commands use “USN.”

MEDIA ADVISORY

A media advisory is an abbreviated form of a news release intended to encourage the media to cover an event themselves. The news advisory is normally no more than a page in length and includes a compact-description of the event. Pertinent information, such as the date, time, location, specific details, and the significance of the event, also should be included. You may disseminate the news advisory in the same manner as a news release.

This is an example of an advance story. When constructing an advance story, you must develop strong local angles, noting events or items that will be of particular interest. The inverted pyramid structure is appropriate for the advance story. Consider the elements of mass appeal when you are formulating your lead. Emphasize the magnitude of the story or stress the unusual, depending on the topic. The lead will generate interest by stating the most notable parts of the event first.

As with all public affairs products, planning is key. Schedule your advance stories appropriately, ensuring that you give the media adequate time to plan coverage. However, don’t exploit the event and always ensure the event is a legit one.

ACCIDENT/INCIDENT STORY

Accidents and incidents happen in the Navy, and Navy MCs play a key role in informing the public during these times. As mentioned in earlier chapters, the principles of information guide us to release as much information as we can with a minimum time delay. The goal for releasing an initial accident story is one hour with coordination with all other pertinent persons at your command.

The initial release is written as a hard news story with some exceptions. The initial release will leave many unanswered questions, because within one hour of such an event, much may not be known. However, you should be able to gather basic information:

- A dateline
- Initial number of killed and/or injured
- Brief description of the accident or incident, to include the what, when and where
- A next-of-kin statement – “The names of the dead and injured are being withheld pending notification of next of kin”
- Information regarding search and rescue operations
- A statement of investigation. “The cause of the accident (incident) is under investigation.”

You must ensure no information is released that violates privacy rights of surviving service members or their family members. Home addresses must never be released.
LOCALIZE AND REWRITE

In the external release portion, you learned that in a PA shop you not only send out news stories, but you also receive releases from outside sources. Before you publish this information, you must localize and/or rewrite the release to meet the needs of your audience. The principles of localizing and rewriting are the same as those for newswriting. The following are six reasons for localizing and/or rewriting:

- To localize general information
- To improve poor copy
- To update material
- To transform informal reports into properly written news stories
- To combine two or more stories
- To change story emphasis.

Once you identify a story that may be of interest to your readers, it’s time to begin the localization and rewriting. Localizing straight news stories means gathering facts about the local news peg, writing a lead that emphasizes the local angle, then providing the other details (both local and nonlocal) in descending order of importance. Localize by gathering information from local sources, subject-matter experts at your command who can help tell how the story affects your audience.

For example, when the Navy released information about the rolling out of the new working uniforms, MCs fleetwide contacted local uniform shops and command leadership to find out when the uniforms would be available in their area and what local policies would be set regarding the wear of the new uniforms.

Attributing sources – Readers want to know the source of the material they’re reading, so they can trust in it. So, be sure to credit the news service material you localize. You can do this by including a tagline at the end of your story. For example: (Information from a Navy message was used in this story.)

Remember that just because you are crediting the news release does not mean you will always use all of the information verbatim. The majority of the information will be rewritten and reorganized to best serve your audience.

Quotations – Direct quotations from the original news release, however, should be used verbatim, but make sure you accurately adjust the source’s identification information for use in your publication. For example, in a news release with a Washington dateline, a source identified as Navy Capt. John J. Smith, the director of emergency services here, should be rewritten to properly ID where Capt. Smith is located. In your updated article for a Norfolk publication, you would list him as Capt. John J. Smith, the director of emergency services in Washington, D.C.

FOLLOW-UP STORY

A follow-up story is one that ties back to a previous story and informs the reader of the most up-to-date information. A follow-up story is only released when new information is available. For example, information received about a Sailor previously listed as missing has been found calls for a follow-up story.
When writing the follow-up story, the new information becomes the lead emphasis and a new lead is written surrounding this information.

Original release:

NORFOLK – A search is underway today off the coast of Cape Hatteras, N.C., for a USS Mitscher (DDG 57) Sailor who was reported missing today after not showing up for a 12:15 p.m. muster.

Follow-up story:

NORFOLK – A Sailor assigned to USS Mitscher (DDG 57) was rescued at 5:40 p.m. today after spending five hours in the water off the coast of North Carolina.

The Sailor, whose identification is being held pending the notification of his next of kin, was reported missing following a 12:15 p.m. crew muster.

If you are following up on an accident story to identify people who were killed or injured, you must ensure that all next-of-kin notifications have made and you meet the 24-hour requirement. The names of the killed and injured are typically found in the bridge of the story. However, if 10 or more people were involved you may want to consider waiting until the end of the release. No matter where you place the information, it is important to list the individuals in alphabetical order.

SPORTSWRITING

The straight sports story is no more than a straight news story about a sports event. The same rules for accuracy, brevity and clarity apply. The summary — although it contains seven elements — should summarize the story.

- Who played whom
- What sport did they play
- What was the score (who won)
- Where did the event take place
- When did it take place
- How was the contest won (last-second field goal, etc.)
- What happened.

EXAMPLE:

MUNCIE, Ind. (AP) — Junior Chandler Thompson poured in 32 points and hauled down 14 rebounds to lead the Ball State Cardinals to their 14th straight victory, a 78-61 rout of Nebraska, in college basketball here Saturday.

In the bridge, you should provide a solid transition into the body. It can introduce information about the significance of the contest or add supporting facts.

EXAMPLES:
The victory improved the Cardinal’s record to 21-5 and marked the third straight year they have won at least 20 games.

OR

Thompson, a 6-foot-4 forward with a vertical leap of 44 inches, has now scored 30 or more points six times this season and grabbed 10 or more rebounds 11 times.

The bridge in the second game story can tie back to the earlier game by recapping how game one was won. With the significance of the outcome, don’t wait until the bridge to tell readers someone won the championship. This must be in the lead.

EXAMPLE:

- (Lead) Three-hit pitching by Toby White sparked Naval Station Norfolk’s Sharks to a 4-1 triumph in Game 2 and a championship win over Joint Expeditionary Base Little Creek’s Gators in Hampton Roads’ slow-pitch softball action Wednesday night at D.B. Sailor Memorial Stadium here.

- (Bridge) In Game 1 on Tuesday night, Sharks shortstop Tom Theodonis led the lineup with three hits, including a three-run home run, giving the Sharks a 5-4 win.

The body should provide detailed information, inverted pyramid style. However, a new writer or non-sports fan may not be able to distinguish most important to least important, so chronological order can be used until the writer becomes more familiar with the sport.

Common sense - and that really is what sportswriting is -- should dictate what details are included. In football, scoring plays usually are relatively infrequent. So, you probably should mention each one, usually in a one-or two-sentence paragraph.

In basketball, on the other hand, individual scoring plays are numerous. To recount how every point was scored would require a small booklet. The story, consequently, should include key scoring plays and a listing of collective scoring contributions for both teams.

True sports fans greatly appreciate a box score. Sports fans are statistic-oriented, and the more statistics, the better. A box score is usually added at the end of the story in bold type smaller than regular copy type.

The sports headline, like its straight news counterpart, is a “superlead” condensed summary of who-beat-whom-by-how-much. Usually there isn’t room to get into the How element in a headline, but if the room is there, it makes for stronger headline content. (We will talk about headlines in a subsequent chapter of this module.)

**Sharks clip Gators 7-6**

Unlike many other areas of potential coverage, there’s usually a lot more sports at the average installation than the newspaper has the staff to cover or the space to print. So some selection process is necessary.

Your unit, for example, probably has six to 12 slow-pitch softball games on tap Mondays through Thursdays during the softball season. To cover each game with a story and photos would require a huge sports staff and many pages of copy. A better idea is to select a weekly game or two to cover in complete story forms.
Criteria for picking the games might include consequence (a meeting of two undefeated teams or even two winless teams) or prominence (the defending unit champions against last year’s runners-up).

Other games can be covered by publishing results in “line score” form. Included at the end of the synopsis could be the schedule for upcoming weeks.

Some knowledge of the sport you’re going to write about is necessary. No matter if you are a sports’ fan or not, research of the subject should be conducted before heading for the ball diamond or gym. Read the news, check out the sports chapter in the AP Stylebook, and watch television to learn about sports.

The guideline for coverage is the newspaper audience. If enough people at your command participate in an activity, they deserve space in the sports pages. If someone relevant to the readership wins a marksmanship contest, races go-carts, runs the Boston Marathon or once played against Lebron James, that someone is an excellent subject for the sports page in the form of a feature.

Whatever the sport, enough research material is available to enable the writer to write a good story. Remember, the sports story is just a straight news story about a sports event.

**Sports verbs**

The basic sports story is about someone losing and someone winning. To make that worth reading, sports writers and their editors have developed synonyms without end for **win** and **lose**. Still, working against a deadline, writers are likely to go with a handful of old favorites. Some guidelines and an incomplete glossary of accumulated sports slang below may be helpful in preventing such embarrassments.

- Avoid kill, murder, assault and the like. These are serious criminal offenses and are not appropriate for describing sporting events
- Take care with names that have other meanings: O’Rourke crucifies St. Paul
- Intransitive verbs need no object and make shortest heads
- Be precise. When the score is 4-2, the verb is not smash, slaughter or skunk.

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**WIN**: win, rip, nip, axle, bag, top, set, get, nail, lead, trim, beat, best, clip, down, dump, fell, lead, lick, post, sink, slam, whip, score, upend, topple, defeat, subdue, sew up, outrun, deliver, advance, overhaul, overcome, outclass, pull off/down, outpoint, outfight, knock off/out/over, clinch title, turn back, polish off, advance on/over, nail down (a championship).

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**CLOSE WIN**: nip, trim, clip, snip, edge, squeak, slither, hold off, eke/edge/nose out, outlast, stagger in, squeeze by/through, come from behind.

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**SURPRISE WIN**: foil, halt, stun, upset, shock, stupefy, surprise, roll/turn back, overturn, bring to a halt (a winning streak).

---

**EASY WIN**: push/walk over, coast past, romp/waltz/breeze in, romp/waltz home.

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**BIG WIN**: zap, ruin, whip, drub, romp, rout, bury, blast, sting, whomp, crush, wallop, riddle, smash, whack, wreck, punish, roll to/over/post, thrash, squash, sweep, shellac, dazzle, plaster, clobber, explode, mop up, humble, burn up, overrun, trample, flatten, ca-
kewalk, triumph, triumph over, humiliate, trounce, clean up, annihilate, slaughter, pulverize, wipe out, mow down, massacre, bulldoze, steam-roll, romp/bowl/trample over, overwhelm, overpower, embarrass, exterminate, walk/climb all over, run/walk away with, give a plastering/shellacking/trimming.

— PREVENT SCORING: zip, ace, deny, sack, blank, skunk, choke (off), shut off/out/down, hogtie, whitewash, paralyze, goose egg, short-circuit, scuttle.

— TIE: ("ed" verbs need two subjects) tie, draw, break even, stalemate, deadlock. Also: even series at, break even with, deadlock with.

— FAIL TO SCORE: draw a blank, lay a goose egg, blanked, shut off/out/down (Use suitable verbs from PREVENT SCORING list and make passive).

**BROADCAST WRITING**

As an MC your first encounter with broadcast writing will be as a radio or television newswriter or the editor of an electronic newsgathering package. In one of these assignments your job will be to meet the deadlines and rigid standards of the electronic media with the Navy’s news story.

Radio news style is dictated by the need for grabbing and holding the attention of an audience. When scripting broadcast copy, you will face many subjective choices that can only be made by using your own common sense. For copy to serve any worthwhile purpose, it must be the kind of news story or radio spot the individual radio stations in your geographical area desire and are able to use.

Initially, be aware that writing for broadcast media is not the same as writing for print media. While the same rules of SAPP apply, there are a number of differences, particularly in writing style. Broadcast copy is written and designed for the ear, so the listener becomes involved and feels as though he is a part of the event being reported.

Each line of broadcast copy, or 10 words, equals approximately four seconds on air. Therefore, you will need seven to eight lines, on average, to produce a 30-second piece.

**THE SIX C’s**

Broadcast copy must measure up to the following six C’s: Clear, Concise, Complete, Conversational, Current and Correct

**Clear**

Clear copy is written in a simple, easy-to-understand manner. It is developed in a logical way, flows smoothly and is easy for the listener to follow. Even the simplest story may be misunderstood on the basis of one’s hearing. The listener’s attention may be divided between any number of distractions. Therefore, a radio news story should be perfectly clear to avoid misinterpretation.

In broadcast writing, simple words say it best. Choose words that everyone will understand—the announcer as well as the listener. Do not ignore colorful or descriptive words. However, steer clear of flowery phrases and clichés that simply take up time and are of no value. Avoid slang and always translate military, technical, legal and foreign terms into simple language.
Concise

Avoid jamming too many thoughts or numbers into one sentence. Generally, sentences that are more than 25 words contain more than one thought and should be rewritten into separate sentences. The same principle applies to dependent and independent clauses. They are often very cumbersome, so write them as separate sentences. You have concise copy when all unnecessary words have been trimmed away and only those words essential to convey your thoughts remain.

Complete

For the broadcast story to be complete, you must include in it at least four of print journalism’s five “Ws.” You will normally state what happened in your lead sentence, to whom it happened, when it happened, and where it happened. Why and how generally are not critical, although to be complete, some stories will require this information.

Conversational

Like good conversation, broadcast writing is informal and free-flowing. Write the way you talk. Let the story tell itself. Conversational tone sounds “right” to the audience and allows the announcer to easily decipher the idea of the story. Do not include hard-to-pronounce words or combinations of words that are awkward to the ear. Also, rid your copy of words that might be unfamiliar to your listeners.

Current

News of a perishable nature is usually hard news. If you have a story of immediate news value, you should expedite its completion and delivery to the media. By the same token, if there are new facts or circumstances relevant to your initial release, a follow-up story should be provided (and marked as an update). The new or changed elements of the story should be identified to reduce possible confusion with information in the original release.

Correct

The hallmark of writing, whether print or broadcast, is the accurate presentation of facts. Your finished product must correspond accurately with the facts of the story. In the field, you will follow every possible lead to get the facts as well as report them.

BROADCAST COPY FORMAT

When writing broadcast copy, start with a general “what-happened” lead followed by a body of significant facts. This body of information does not have to include all the facts of the story, since including the who, what, where, when, why and how in the lead would be too cumbersome. The lead sentence must gain the attention of the listeners and orient them on the facts that will follow in the body of the story.

When you begin a story with a person’s name or a number, you risk the possibility of that information escaping your listener. It is much better to say, “A San Diego Sailor was cited for heroism today,” than to say, “Seaman Phillip Jones was cited for heroism today.” Start the story with a general “what happened” lead; then mention the recipient by name.
Names and Titles – In the case of names and titles being used together, titles should precede names. It should be “San Diego Mayor Jerry Sanders” not “Jerry Sanders, San Diego Mayor.” Alert your listener to whom you are about to name by prefixing the name with the person’s title.

You should refer to federal office holders by title or as “mister.” For example, you would use “President Obama” or “Mr. Obama,” “Mr. Biden,” or “Vice President Biden,” “Senator Sanders,” or “Mr. Sanders.”

If a difficult name is unessential, use only the person’s title, such as “The Ambassador from Nigeria ...”

Initials – Generally, it is better to omit middle initials unless it is a well-known part of the person’s name, such as William F. Buckley or John F. Kennedy. In the case of former president George W. Bush, using his middle initial is crucial so that he is not confused with his father, former president George H.W. Bush.

Words – In broadcast writing, you must be aware of certain categories of words that are potential trouble areas. These categories are explained in the following text.

- Contractions – In day-to-day conversations, contractions are used liberally. Therefore, you should use contractions whenever possible to add to the “conversationality” of your broadcast copy

- Pronouns – Using personal pronouns in broadcast copy can cause confusion. When you use “he,” “she” or “they,” make certain there is no doubt in the listener’s mind to whom you are referring. The ear cannot go back and pick up the identification. Repeat the noun if there is any question

- Alliterations – Beware of alliterations. When you compose a sentence consisting of several words beginning with the same vowels or consonants, you have alliteration, and the announcer may have a problem. For example, “THE WESTERLY WIND WHISTLED WILDLY.”

- Sibilants – Beware of too many sibilants, or “s” and “sh” sounds, as they tend to create a hissing sound when read aloud

- Phonetic Spelling – If you are concerned about mispronouncing names and places, you can limit the possibility by writing the phonetic spelling of the word in parentheses immediately following the troublesome word. For example: CAPTAIN ANTOINE (AN-TWAN) SPOKE TODAY ... The Associated Press online offers phonetic spellings and pronunciations of items of news interest

- Numbers – Numbers present special problems to the broadcast writer. For the sake of clarity, broadcasters have developed their own style with numbers. Any number that begins a sentence is always written out

- Conversational Numbers – Make numbers conversational. Round out figures unless the exact figure is essential to your story. For example, $1,527 would become 15-HUNDRED DOLLARS. However, exact numbers must be used if your story deals with deaths or other subjects requiring exact statistics

- Dates – Write dates as OCTOBER 1ST, 2ND, 3RD, 4TH and 31ST, and use four-digit numerals for years, such as 1979 or 1994.
BROADCAST COPY STYLE

The most successful broadcast writers write the way people talk in their daily conversations. They write as if they were telling the story to a friend. As an experiment, start noticing the lengths of sentences used in normal conversation. You will even find that we do not always talk in complete sentences. Quite often we speak in fragments, especially if everyone engaged in the conversation is familiar with the subject matter.

Uppercase vs. Lowercase – Broadcast copy is written in all capital letters or uppercase and lowercase. There are merits for each style. We are used to reading in uppercase and lowercase, and the patterns of words are easier to distinguish. If both uppercase and lowercase are used, you can also use caps for emphasis. However, the wire services use all caps and the all-capital style conforms to that format. Your job is to determine the best style for your releases and use it. Sticking to one style only, within the context of a story, also is important. Be consistent!

Present Tense – Using the present tense in broadcast news gives the copy an air of immediacy and it gives the listener a sense of participation. However, the verb tense that is most natural to a situation will be the most effective. Every story does not have to sound as if it happened the moment before the newscaster went on the air.

Active Voice – Write your broadcast copy in the active voice. Active voice provides impact, which is extremely important to a broadcaster. Passive voice can weaken the impact of a sentence. Look at the following example:

MILITARY POLICE SEIZED THE EVIDENCE. (Active)

THE EVIDENCE WAS SEIZED BY THE MILITARY POLICE. (Passive)

Do not confuse the active voice with past tense. The active voice can apply to past, present and future tenses. Active voice does not necessarily mean the present tense! Subject-verb-object is the best indicator of the active voice structure.

Punctuation – Punctuation in broadcast writing is used to help the announcer read the copy aloud.

The Period – The period indicates the end of a sentence or thought. More periods are used in broadcast writing because broadcast writing sentences are generally shorter and more conversational.

The Comma – Use a comma to indicate a pause shorter than that of the period. Do not use a comma unless you want the announcer to pause.

The Hyphen – Use the hyphen to help announcers in phrasing difficult words and to instruct them on how to pronounce individual elements distinctly. Note the following examples: RE-ADJUSTED, RE-EVALUATE, CO-OPERATE, RE-ALLOCATE, W-C-O-A, F-B-I, Y-M-C-A

COPYEDITING

Learning how to write for publication or broadcast is only the beginning of telling your story. Before you send copy to your editor, you have to check and recheck your work. This is called copyediting. The ability to copyedit is the cornerstone of all public affairs products – your command newspaper, a news release for the external media, public affairs guidance, the unit website or any other
product your shop produces. Every time you produce a product, you are putting your credibility on the line – your credibility with your commander and your customers, those who use your product.

When the paper looks bad and contains a lot of errors, the trust is gone – both from your commander and all of your various audiences. Stories are harder to come by because potential sources are afraid to talk to you. When you need subject-matter experts to brief the news media or handle a tour through their units, they may be less inclined to support.

You need to learn to write in a manner that conveys what you want to say quickly and clearly. To do that, you need to be able to copyedit.

Helpful tips when copyediting:

- **When submitting your copy for editing**
  
  — Put your last name on the draft at a minimum.

  — Include “more” at the bottom center of each page; “30,” “USN,” or similar command-specific notification at the bottom center of the last page. This lets the editor know to expect more or not when he reaches the end of each page.

- **Try reading and copyediting the text using a step-by-step method**
  
  — Read copy once without making any changes.

  — Read copy backward, focusing on the spelling and usage of each word. When you find a synonym, you will need to read the sentence forward to ensure proper usage.

  — Read the copy forward, sentence by sentence, checking for errors in grammar, punctuation and logical flow.

  — Read one more time for missed errors.

  — Send to editor.

- **Read out loud**

- **Copyediting is employing a combination of good English skills and simple common sense.**
  
  Put punctuation where it belongs, remove unnecessary punctuation, eliminate wordiness, make sure sentences make sense, and watch for misspellings, typos and other errors. If the story sounds good when you read it aloud, you are on the right track.

- **Copyediting isn’t easy for everyone though.** If you do not have a natural eye for errors in grammar, spelling, punctuation, style, etc., you may want to ask someone else to copyedit your story. However, you should copyedit the piece as well, and then compare notes. This helps you hone your copyediting skills as well as your writing skills.

- **Do not copyedit immediately after you finish writing your story, put the story down for a bit and come back to it to copyedit. Give your mind a rest.**
Before you sit down to copyedit, it is imperative that you have a dictionary, the AP Stylebook, a copy of the Navy Style Guide, your local style guide if you have one and other supporting references with you. This will ensure you are consistent in your copyediting.

To help you with your copyediting, here are a few grammar and style rules you won’t necessarily find in the AP Stylebook.

**Editorializing**

To report news accurately, you must keep yourself detached from the story. Whether you are doing interviews, writing your story, or conducting research, you must keep your objectivity throughout. Your job is present unbiased facts. When you are copyediting, always check for lack of objectivity and editorializing. Don’t forget attribution!

**Word Choice**

Word choice (also known as syntax) in your writing goes hand-in-hand with accuracy, brevity and clarity as well as with SAPP. Therefore, the words you choose should not leave any doubt in your reader’s mind as to what you are saying, nor should they offend or confuse your readers. This is especially true when writing an accident story or a news feature following an incident, accident or tragedy. Some important word choice examples:

- Death may occur following an operation or during an operation, but not as a result of an operation. The latter implies negligence
- Accidents happen and explosions occur; neither “takes place,” because they are not scheduled events
- Ultimately, everyone dies of heart failure, not of a heart ailment
- A fire is not a conflagration; it’s a fire. A bruise is a bruise, not a contusion, etc.

In addition, watch for wordiness and passive sentences. If you see a sentence that begins with “there is,” “there are,” or “it is,” take a second to see if you can rewrite. For example:

- **Unnecessary** – There are some recent movies that have become classics already
- **Better** – Some recent movies have become classics already.

**Contradictions**

Sometimes a writer may contradict himself and not even realize it. For example, what if an MC wrote about a Sailor’s recent promotion to E-4, referring to the Sailor as a 16-year veteran? With today’s high-year tenure regulations, a Sailor should not be a 16-year third class petty officer. This could have been a typographical error or misinformation. Either way, as the copy editor, you should find inaccurate facts such as this.

**Incompleteness**

With experience, an MC will be able to gather all the facts necessary to tell the story. As the copy editor, it is your job to ensure the writer answered all the pertinent questions. Remember the 5 W’s and H, and read the story as if you are the intended audience. If the MC failed to answer ques-
tions you have, chances are your readers will have the same questions. Return to the MC to complete the story at this time.

**Proper Names and Figures**

As discussed several times throughout this manual, accuracy is the key to being a good reporter of facts. The copy editor is counting on the writer to have proper names spelled correctly. But, how do you know that the name IS spelled correctly? One helpful method to ensure accuracy and avoid confusion is to have the writer draw a box around the name and make tick marks with his or verification of each properly placed letter. This works for statistical data as well. Better safe than sorry!

**Spelling**

Mentioned above in your list of “gotta-have” references to have available during copyediting is a dictionary and your style guides. These are a must, because spelling rules have many exceptions, and spell check doesn’t always catch misspellings. Knowing a word’s correct pronunciation will help you when you are looking up the word as well.

**Punctuation**

Punctuation serves the same purpose in writing as voice inflection does in speaking. Proper phrasing avoids ambiguity, ensures clarity and often lessens the need for unnecessary punctuation. The AP Stylebook contains a thorough section on punctuation. You should have this section bookmarked and study it often. Mastering punctuation will go a long way in any writing you do for the Navy.

**Capitalization**

Knowing what to capitalize and what not to capitalize is also specific in newswriting. Again, the AP Stylebook and U.S. Navy Style Guide are important tools to help with capitalization.

**Acronyms and Abbreviations**

One of the chief complaints of civilian editors and Navy family members who read military news is the excessive use of abbreviations and acronyms for titles and organizations. Acronyms and abbreviations (making a word or phrase shorter by leaving out or substituting letters) are used throughout the military and are necessary when trying to keep your writing brief. Some titles and terms are so long that abbreviation is a must. However, on first reference most acronyms and abbreviations must be spelled out. The AP Stylebook and Navy Style Guide contain abbreviations and acronyms and rules to whether they must be spelled out on first reference. A local style guide is important for your internal audience as well. Remember, brevity is important, but so is clarity.

**Sentence Structure**

Words, sentences and paragraphs are the building blocks of writing, and to be a good writer you need to know how to use them to build your stories. Each must be well chosen, effective and grammatically correct with a goal of clarity, emphasis and interest.

**Sentence Fragment**

Sentence fragments are incomplete sentences. For a sentence to express a complete thought, it must contain two necessary parts – a subject and a predicate (or verb). It is possible, however, for the subject to be understood, but you should be sure in such cases that the subject is clearly defined.
An incomplete sentence often results from the writer’s failure to recognize that a modifying phrase or clause is really part of another sentence. For example, “The cruiser was headed east. Steaming through the Caribbean.”

As a copy editor, however, you may not be aware that the writer, especially in feature writing, is using a fragment purposely, purposely for effect. In this case, the writer should leave a message for you that he or she is doing that.

**Run-on Sentences**

Another common error in sentence structure is the punctuation of two or more sentences as if they were one. This usually occurs with sentences that are closely related in thought. For example, “The ship’s crew had its first swim call, the water was four-miles deep.” These are two completely separate thoughts. “The ship’s crew had its first swim call. The water was four-miles deep.”

**Dangling Modifiers**

A writer’s misplacement of a modifier will confuse the meaning of a sentence, often with silly results. Modifiers should be positioned close to the words they modify; otherwise, they may seem to modify something else. This error is common when using participles with other adjectives or with adverb modifiers.

For example, “Returning to the ship, the package was found on the bunk.” In this example, you are saying the package was returning to the ship. A better way would be to say: “Returning to the ship, he found a package on his rack.”

The word “only” is also often misplaced. By moving the word around in a sentence, you can change the sentence’s meaning.

- Only he could read the unfamiliar dialect (Nobody else could?)
- He could only read the unfamiliar dialect (He could not write or speak it?)
- He could read only the unfamiliar dialect (He couldn’t read other dialects?)
- He could read the only unfamiliar dialect (Only one dialect was unfamiliar?).

**Misplaced Correlative Conjunctions**

Correlative conjunctions, such as not/only, but/ also and either/or, are often misplaced. The correct position is just before the words or groups of words they are connecting.

- **Misplaced** – The Navy letter form not only omits the salutation but also the complimentary close
- **Correct** – The Navy letter form omits not only the salutation but also the complimentary close.

Other frequently used correlative conjunctions are both/and, neither/nor and whether/or.
Split Infinitives

Before you can understand what a split infinitive is, you need to know what an infinitive is. An infinitive is a verb paired with the word “to,” like to leave, to run, etc. A split infinitive, then, occurs when you add an adverb between the word “to” and the verb, to quickly leave, to vigorously run, etc.

Although many editors stand true to not splitting infinitives, some believe it is necessary for emphasis. Best rule of thumb, however, is to hold to tradition and keep the adverb out of the way.

Errors in Agreement

As you have read in this section, a sentence is a complete thought when it contains a subject and a verb. This subject and verb must agree with one another in number. For example, if you have a singular noun, you must pair it with a singular verb; with a plural noun, a plural verb.

- A Sailor runs
- Sailors run.

In a compound subject with “and” as the connector, the sentence takes a plural verb. When you use “or” or “nor” as a connector, the verb should agree in number with the last noun in the subject.

- The propeller and shaft were damaged
- Neither the propellers nor the rudder was damaged
- The cat or the dog sleeps on the back porch.

Again these are simple, sentence-construction examples. Most errors in subject-verb agreement occur with more complex sentence structures that contain more than one noun. Many writers mistake a noun not acting as the subject as the verb, because the noun is the closest in proximity.

- Incorrect: The primary duty of the staff dental officers are very similar to that of the district dental officer
- Correct: The primary duty of the staff dental officers is very similar to that of the district dental officer.

NOTE: The subject here is “duty,” therefore, the subject must be singular.

In addition to errors in subject-verb agreement, many writers have trouble with noun-antecedent agreement. A pronoun is a word we use to take the place of a noun (he, she, it, they, we, us, them, etc.), and a pronoun functions as a noun. The replaced noun is the antecedent. The antecedent controls what number (singular or plural) of pronoun you use.

Collective nouns and pronouns cause error in agreement as well. Collective nouns are nouns that refer to things or people as a unit. Examples are family, class, teams, crew, etc. Collective nouns can be used in both the singular form and the plural form. Singular collective nouns refer to one unit of people or things; they take a singular verb. Plural collective nouns refer to two or more units of people or things, and they take plural verbs.

If you are unsure of a sentence’s subject-verb or pronoun-antecedent agreement, break the complex sentence down to its foundation and take it from there.
Gerunds

When a verb ends in “-ing,” it may be a gerund or a present participle. It is important to understand that they are not the same. When we use the –ing verb like a noun, it becomes a gerund: Fishing is fun. When we use the –ing verb as a verb or an adjective, it is usually a present participle:

- John is fishing.
- John has a boring teacher.

The above-mentioned items are but a few grammar and style issues you will run into when writing and editing. Get into your stylebook, your dictionary and other grammar and punctuation handbooks to help hone your skills.

Copyediting vs. Proofreading

Copyediting as mentioned above is the tedious, but important, job of going word-by-word, sentence-by-sentence, through text to ensure adherence to SAPP and the ABCs of journalism. This process takes place following production of the product, before it is sent to the publisher to be set.

Proofreading, on the other hand, is the final check after the article has been set into publication. Traditionally, proofreading was done during review of newspaper galleys (proofs not yet made into pages). Final corrections for typos or errors get a final look here.

Today, these words are often used synonymous. Overall, they have the same purpose of ensuring accuracy.

Copyediting/Proofreading Marks

When copyediting or proofreading your work or the work of a Shipmate, corrections are made by using copyediting or proofreading marks. Most copyediting marks are universal across newswriting lines. On the next page, you will find one example of copyediting marks; however, the AP Stylebook offers another example. Following the copyediting marks, the last page of the chapter contains a chart of proofreading marks from Merriam-Webster. Whatever marks your shop decides to use, keep them consistent. Refer to Figures 5-2 and 5-3.
Copyediting Marks

<table>
<thead>
<tr>
<th>SYMBOL MEANING</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert quotes,</td>
<td>slant</td>
</tr>
<tr>
<td>apostrophes</td>
<td></td>
</tr>
<tr>
<td>Insert capitalize</td>
<td>blue</td>
</tr>
<tr>
<td>Insert punctuation</td>
<td>blue</td>
</tr>
<tr>
<td>Delete punctuation</td>
<td>blue</td>
</tr>
<tr>
<td>Transpose letters</td>
<td>blue</td>
</tr>
<tr>
<td>Transpose words</td>
<td>blue</td>
</tr>
<tr>
<td>Transpose paragraphs</td>
<td>blue</td>
</tr>
<tr>
<td>Abbreviate or spell out</td>
<td>blue</td>
</tr>
<tr>
<td>Here of story to come</td>
<td>blue</td>
</tr>
<tr>
<td>End of story</td>
<td>blue</td>
</tr>
<tr>
<td>Not a new paragraph</td>
<td>blue</td>
</tr>
<tr>
<td>New paragraph</td>
<td>blue</td>
</tr>
<tr>
<td>Correct as written</td>
<td>blue</td>
</tr>
<tr>
<td>Center in column (heads and subheads)</td>
<td>blue</td>
</tr>
<tr>
<td>Figure 5-2, Copyediting Marks.</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY

In this chapter you learned about taking the fundamentals of public affairs you read about in previous chapters and applying them in writing for publication or broadcast. You also learned that strong writing skills are essential to a successful career as a Navy MC or as an editor of others’ work. In the next chapter, we will move from the news story to accompanying items – headlines and captions.
CHAPTER 6
WRITING HEADLINES AND CAPTIONS

Learning Objectives: Upon completing this chapter, you should be able to do the following:

— Recognize the functions, components and attributes of a headline.
— Write a headline.
— Identify components of a photo caption.
— Write a photo caption.

INTRODUCTION

You have just delivered a story to your editor that is the best you have ever written with accompanying imagery that is some of the best you’ve ever taken. However, the story and imagery might vanish into obscurity on any newspaper or Internet page if the accompanying headline or caption does not entice or inform the reader. Headlines serve to grab the reader’s attention and to quickly find the stories of interest to them. Photographs have unique storytelling abilities, but that story can often be lost without a caption that allows your reader a glimpse behind the scenes.

In this chapter we will discuss the elements of headlines and captions and how each enhances your media products.

HEADLINES

Headlines use words to sell a story and a variety of sizes and shapes to gain the reader’s attention and improve publication design. Some headline writers use varying type fonts, sizes and forms to create a visual impact your eyes can’t miss.

Headlines are powerful tools you simply cannot neglect. They set the tone for your entire publication (and, therefore, your entire unit or organization).

In a print publication, headlines set the look for the entire paper. Headlines are sometimes as important for how they make the page look as for what they say; they dress up a page, catch the readers’ eyes and make it look and “feel” more accessible.

Just as the inverted pyramid helps emphasize the important information up front in news and allows readers to decide if they want to or need to keep reading, the news headline tells readers what the story is about quickly and in as much detail as space will allow.

CATEGORIES

Headlines fall into three general categories: straight news, feature and editorial.

(SIDENOTE: Features will be discussed in a subsequent chapter, while editorials will be taught in the advanced manual due out late 2011. However, to give you a quick peek into editorials,
they are similar to arguments in court cases. They give commanders and readers a chance to present policies and arguments in a structured, professional manner.)

**Summarize the story:** Even before the lead, the headline provides a general idea of the story to the reader. Straight news story headlines tend to be written “straight” – no fluffy stuff – while feature, news feature and editorial headlines can and should be more creative, catchy and enticing.

- Attract attention/advertise the story: A headline helps the reader skim a page and pick out what’s important to him or her. Swallow your ego; this is reality. People typically read only what they find interesting. So, if you know it’s important for them to read, give it a headline that highlights why it’s important to them. Here are some examples:
  - Vague: Tuesday’s open forum draws 315
  - Better: Commander: ‘I’ll fix the sewer problem’

- Dress up the page design: Headlines add bold, dark accents to what otherwise may be dull, gray pages. Feature headlines, in particular, may add a bit more. When creating feature headlines, you should explore different fonts and font treatments as a departure from the “everyday.”

**HEADLINE WRITING PROCESS**

**Read the story:** The first step to writing a good headline is to read and understand the story. Remember, you’re not writing a headline based solely on the lead; you’re writing a headline for the entire story. The headline must give readers an idea of what the story is about and what kind of story it is: breaking news, humorous feature, personality profile or so on. Nothing misleads readers or angers writers more than a headline that misses the point.

**Summarize the story:** Once you’ve read and edited the story completely, summarize it into one sentence – a focus sentence. The sentence must have a specific subject and an active verb, and it must show how this particular story differs from every other.

**Telegraphic English:** When writing headlines, articles (a, an, the) and conjunctions are not used, because they take up too much space. The whole point is to say as much as you can in the space provided. So if you have lots of space, why is it wrong to use them? Because there is usually a better way to reword the headline to include more and better information than what is communicated by a conjunction that adds no meaning. It’s a question of disciplined use of the headline space, and it makes for much better news headlines. Contrary to Associated Press style, headlines also call for using numbers in all cases and abbreviating days of the week and months. This shorthand way of writing headlines is called telegraphic English.

- Wrong: A fire destroys a house and a garage
- Right: Fire destroys house, garage
- Wrong: A gunman kills three at a school
- Right: Gunman kills 3 at school.

**Headline style:** From the focus sentence, you then eliminate unnecessary words such as forms of the verb to be (is, are, was, and were), leaving on the action verb to tell the story. Headline verbs are always in the present tense to show immediacy and to put the reader in that moment. This
is known as using historical present tense. If the event has not yet occurred, infinitives, the “to” forms of verbs, are used to indicate future action:

- Past: School cadre builds global relations
- Future: School cadre to build global relations
- Verb Usage.

For headlines to pack a lot of punch, the writer should use accurate, dynamic verbs and avoid using past tense and passive voice. If faced with passive voice, change the subject and focus on a different grammatical angle. For example:

- Passive: President killed by gunman
- Active: Gunman kills president.

Try to use SUBJECT - VERB - OBJECT construction. Historical present tense is one way to avoid past tense. Future tense – Congress to raise military pay.

- PAST TENSE: Fares dropped by airlines
- HISTORICAL PRESENT TENSE: Airlines drop fares
- PAST TENSE: Airplane crashed, killed 2
- HISTORICAL PRESENT TENSE: Airplane crash kills 2.

Punctuation

Again, as mentioned above, AP style and grammar are often not followed when writing headlines. This is also true for punctuation. Below are some basic guidelines.

Periods are not used at the end of a headline, but they may be used for abbreviations:

- N.C. town welcomes Fleet Week
- Sailors make history, promote to CPO

A semicolon is used instead of a comma when a headline contains two complete thoughts (two subjects and two verbs).

- Judge suspends trial; defendant goes free

A colon may be used to indicate “said” or to create a pause for effect

- Obama: Bin Laden must go
- Chesty Puller: Not an average Marine

Quotation marks set apart direct quotes, as well as jargon quotes that are tossed around by the experts. Always, to save space, use single quotation marks.

- CVN 77 welcomes new ‘fun boss’
Lincoln: ‘The war has begun’

Other types of punctuation, such as exclamation points, question marks, etc., should be used sparingly and only when necessary.

**Headline Style**

Many of the headline guidelines above run consistent from media outlet to media outlet; however, one thing that does vary is uppercase vs. lowercase style. The three main styles are downstyle, uppercase/lowercase and all capital letters.

“**Downstyle,**” regular uppercase and lowercase letters used in standard sentences, is preferred and easier to read than capital letters, while uppercasing all major words takes a lot more space. However, some publications, to include Navy.mil and The Washington Post, use the uppercase method, or all caps. Regardless of the style you choose, it should be consistent with the rest of your publication.

— Downstyle: Brother and sister to reunite aboard Truman

— Uppercase: Brother and Sister to Reunite Aboard Truman

— All Caps: BROTHER AND SISTER TO REUNITE ABOARD TRUMAN.

**Abbreviations and acronyms**

Abbreviations save space in headlines; however, you should avoid acronyms whenever possible – especially unusual ones. Remember, your newspaper or online publication will have shadow audiences who may not understand military jargon. Use only abbreviations the general public would understand. Otherwise, the headlines indicate to your shadow audiences that the paper is an in-house newsletter and doesn’t apply to them. Also, don’t clutter up a headline with more than one abbreviation per line.

**Bad splits**

Headlines may spread over more than one line in print publications, thus running the risk of creating a bad split, a strange pause or phrase. The end of the line is a place where the reader naturally pauses; it’s almost like inserting commas in a sentence. One way to keep from having a bad split is to not separate an adjective from the word it modifies or a preposition from its subject. If you wouldn’t logically put a comma at the location of the split, it isn’t a good place to split.

Wrong:

- Commander wants ‘pot’
- program to be tough

Right:

- CO calls for change,
- Tougher ‘pot’ program
Types of Headlines

Although there are three categories of headlines, there are many types and variations of headlines. Here, we will discuss some of the more common ones. All variations are viewed in terms of their visual impact when used with basic headline styles. Some of these variants are explained in the following text.

**Standing Head** – A standing head (See Figure 6-1) is a label used for regular or recurring content, such as sports and chaplains’ columns. It does not change from issue to issue.

![Figure 6-1, Standing Head.](image)

**Jump Head** – A jump head (See Figure 6-2) helps the reader find a portion of a story continued from another page. The jump head uses one or two keywords from the headline that introduced the story. It is set flush left followed by the words “Continued from Page ###” and usually set in italic type. A two-point line may be used to extend from the side of the head over the width of the article.

![Figure 6-2, Jump Head.](image)

The jump line is the line of text that appears at the point where the story has been jumped to another page. The jump head is the headline on the remainder of that story.

Overall, jumps are best avoided. Most readers do not “follow the jump” and finish reading the story; it’s simply too much trouble. USA Today, a paper that prides itself on ease of reading, allows only one story per front-page section to jump into the paper.
**Drop Head** — Also called dropout or deck, a drop head (See Figure 6-3) is another headline below the main headline. The drop is smaller than the main headline, gives additional information and stands alone as a secondary headline.

Think of the main headline and the drop head like the lead and bridge of a story. The main line is similar to the story lead as it holds the most important information. The drop is like the bridge in that it complements the main headline without repeating the information.

![Figure 6-3, Drop Head.](Image)

**Crosslines** — A crossline runs across more than one column. A banner headline, spoken of below, is a type of crossline.

**Banner** — Banner headlines (See Figure 6-4) give major news events their required importance. They are typically aligned left (flush left) and span across three or more columns of text. Modern newspapers overuse banner headlines, so they don’t command the instant attention they once did. Too many banner headlines lead to a boring publication, so these headlines are often combined with drop headlines and limited to one every page or so at most.

![Figure 6-4, Banner Head.](Image)

**Tripod Head** — A tripod head (See Figure 6-5) is a single, short line of larger type set to the left of two lines of smaller type. The tripod portion (larger wording) should be twice the size of the definition or main headline. For example, a 36-point tripod would dictate the main head be set in 18-
point type to give the true tripod appearance. A colon is required when the tripod conveys a separate thought.

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**THE GLOBE, CAMP LEJEUNE, N.C.**

**CAUTION:** Ignorance at work

“There is no Rosetta Stone for military lingo. I braced myself for the horrendous traffic I had been warned about by a number of friends. I merged onto the exit and

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**Figure 6-5, Tripod Head.**

**Wicket Head** – A wicket headline is a tripod in reverse (short line of larger type set to the right of two lines of smaller type). The colon is not used in the wicket. Although seldom used, a wicket should be considered when trying to vary your newspaper design.

**Kicker** – The kicker (See Figure 6-6) introduces a feature article with a pun line above the main head. The information for the kicker is extracted from the bridge or the body of the story. When using a kicker, do not repeat words in the main headline. The kicker is underlined and about half the size of the main headline.

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**Figure 6-6, Kicker.**

**Hammer Head** – Often called a reverse kicker (See Figure 6-7), the hammer head is twice the size of the main head, set flush left, and is no wider than half the width of the headline area.

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**Figure 6-7, Hammer Head.**

**Novelty Head** – A novelty head (See Figure 6-8) features typographical tricks, such as setting part of the head upside down, using an ornate typeface or substituting artwork as characters. Use the novelty headline sparingly with appropriate feature articles. Overuse of this headline may lead to your readership questioning the credibility of the newspaper.
CAPTION WRITING

In addition to headlines and leads, photo captions are among the most read items in any publication; therefore, we must take the time to discuss the anatomy and the importance of these elements. Captions are sometimes referred to as cutlines.

(NOTE: Photography will be discussed in the visual information section of the manual.)

As the old saying goes, “a picture paints a thousand words.” However, most would argue that photographs are most effective when accompanied by explanatory text. Writing good captions to accompany a great photo makes all the difference in the world. A good caption supplements the photograph by explaining action, naming people and giving background information.

Caption writing is a specialized form of news writing. It answers the same basic questions as the news story. And like news stories, captions must not violate the principles of security, accuracy, propriety and policy or (SAPP), and they adhere to the Navy and AP style as well as the ABCs of journalism – accuracy, brevity and clarity.

Gathering Caption Information

Gathering information for photo captions is similar to gathering information for news. When you gather material for captions, look for the who, what, when, where, why and how of the event or situation you are shooting. The “who” information must be thorough. In other words, get the name, rank, service, job title, hometown, etc., when identifying the who of your photograph. To ensure accuracy, you should record the caption information immediately after each shot or series of shots. Do not let subjects get away without jotting down the required caption information. They may be hard or impossible to track down later, and you may forget the specifics of the photograph. ALWAYS CARRY A NOTEBOOK AND PEN OR PENCIL.
A few points to consider …

- What element or elements of mass appeal are in the photograph (SPICE COPPS)
- Will the photograph be released internally, externally or both? Photographs for external publications may require more information and full explanations
- Will the photograph be used alone or with a story?

With these basic considerations in mind, try to stick with the five W's and the H. Find the answers to these pertinent questions, and you will have more than enough information to write your caption.

- **WHO**: Identify people in the photograph by rank, full name, title, hometown and so forth. Also note relative positions of people in the photograph when there is more than one and, if it is not obvious, who is who by action, age, gender or rank. Sometimes it is helpful to note clothing or physical characteristics of the people being photographed, such as a color of clothing, wearing of glasses, or a specific hair type or hair color. There should be no doubt in your notes as to who is whom

- **WHAT**: The “what” is the action taking place in the photograph, such as slicing a cake, performing 3M spot checks, or re-enlisting. However, the “what” can also the subject of the photo’s action. Examples are equipment, ships, aircraft or submarines, to name a few. In these instances, as with a “who,” full identification is a must

- **WHERE**: The “where” includes the location of the action and should include ship’s name, port of call, operating area, street names, building names or numbers, etc

- **WHEN**: “When” records the time of day and date the photo was taken. This is especially important for stand-alone photographs that will not accompany a news story or feature

- **WHY**: Unless it is obvious, record why an action is taking place. Is it part of a command basketball championship or a monthly awards ceremony? As with the “when” category, this is important for photographs that will stand by themselves

- **HOW**: If there are circumstances that led to the photograph being taken and these circumstances require explanation, make sure you make note of this.

**Caption Components**

Everything you have to say about the photograph should be in the caption, including the essential facts. These facts must be tied into the scene of the photograph. The length of a caption is always governed by what must be told about the photograph. Captions consist of four major components:

- The action
- The identification (persons or things in the photograph)
- The background information
- The credit line.

*The Action* – The first sentence of a caption is the most important. It must link with the photograph by describing its action. Often, a caption’s first sentence reads like a news story’s lead sentence. It describes what is going on in the photograph without repeating the obvious. The first
sentence is written in present tense and active voice, because the photo captures an exact moment in
time and holds it in the present.

The Identification – The second part of a caption is the identification of who is in the
photograph. The subject of the photo links to and is identified according to the action. In most cases,
tell the reader the person’s complete name, rank, unit, job title and hometown. When writing captions
for sports imagery, military titles, ranks, etc. are not needed. Instead use the player’s team position,
nickname or jersey number.

One exception to fully identifying your subjects occurs when you have more than three people
in a photo. At that point, if the people have a commonality, such as a sports team or a division, identify
them as that group. For example, if you shoot a photo of your command’s culinary specialists serving
lunch and there are more than three in the photo, you can write, “USS Carl Vinson (CVN 70) culinary
specialists …”

For group shots, such as sports team or command divisions, where you are publicizing the
photo strictly as a roster photo, a complete listing of their names is okay. In this instance, identify the
persons from left to right, front to back. If not, use a generic term, such as “Sailors,” in the caption.
Otherwise, the caption becomes a laundry list and will bore your reader. However, if someone of
prominence is in the photo, such as the president, you should pick him out of the crowd and identify
him. The rest of the group would be identified by a generic name.

The Background Information – Background is often ignored by new MCs, but it is critical to sell
your work to an editor. The background tells your readers why the photo is important. A photo of a
Sailor standing guard while a helicopter lands is interesting, but the background information will
explain to the reader why the photo is significant.

Background information comes from the same place you get background information for all
other public affairs products – Rhumb Lines, public affairs guidance, maritime strategy, Navy.mil, etc.
The amount of background information required in a caption sometimes depends on where the photo
will be published. For example, if you plan to publish the photo in a print product, you may be limited
to the amount of space available in the publication. But, it is important to give more information than
you will think you need. The editor can cut, but he can’t add information if he doesn’t have it.

The Credit Line – The last component of the caption is the credit line, or the identification of
the photographer. There are several ways of crediting photographs. Some newspapers and
magazines give photographers personal credit lines, while others use a blanket statement such as “all
photos are U.S. Navy photos unless otherwise credited.” However, the recommended way is to put
the credit line at the end of the caption itself. Current credit line format is: “U.S. Navy photo by RANK
and NAME.” For example: U.S. Navy photo by Mass Communication Specialist Myra Mains.
Accompanying your credit line should be the word(s) “released” or “Not for Release.” Your command’s
designated photo release authority (LCPO, division officer, Department head) makes this
determination after reviewing the photo for SAPP.

Another important element for crediting the photographer comes in the form of a VIRIN, or
Visual Information Record Identification Number. The VIRIN, which comes before the photo’s dateline,
catalogs the visual information, assists in the rapid retrieval of that information, and identifies the
photographer or videographer. More information on caption writing and creating VIRINs can be found
on the Navy Visual News Service website.

Note: VIRIN format has changed as of February 1, 2011. Module 2, Chapter 7 discusses the new
format.
Caption Writing Guidelines

Using a caption provided by the photographer, receiving agencies (such as the various services’ websites) may rewrite a caption to suit their own purposes by taking information contained in the caption and preparing a cutline. Your name is on the work, so be sure to check the accuracy of anything that is posted or published.

To create accurate and concise captions, stick to the following guidelines:

- Begin the caption with a dateline in case the editor decides to run the photograph by itself as a stand-alone image. More information on datelines can be found in Module 1/Chapter 5
- Avoid the use of military jargon and use the Associated Press Stylebook
- Never write a caption for a cropped photo unless that photo is directly in front of you at the time. (Cropping means to cut or trim unneeded portions.) Don’t guess or write from memory. You may mistakenly provide information no longer seen in the image
- Captions should be simple and direct, often conversational. Make them short, but use complete sentences with a subject, verb and object. Keep them around 50 words
- Don’t always begin captions with the person’s name. Try to recreate conversations, colors, smells or sounds associated with the picture and the situation described
- Don’t editorialize
- Avoid clichés
- Don’t state the obvious.

Examples:

100714-N-VCODE-208 ATLANTIC OCEAN (July 14, 2010) Former President George H.W. Bush watches flight operations from the landing signal officer’s platform aboard the aircraft carrier that bears his name, USS George H.W. Bush (CVN 77). Bush and his wife, Barbara, spent their time aboard watching flight operations, touring the ship and visiting the crew. George H.W. Bush is conducting training in the Atlantic Ocean. (U.S. Navy photo by Mass Communication Specialist 3rd Class Nicholas Hall/Released)

100727-N-VCODE-008 SEA OF JAPAN (July 27, 2010) The Republic of Korea Navy amphibious landing ship ROKS Dokdo (LPH 6111) and the aircraft carrier USS George Washington (CVN 73) transit the Sea of Japan. The Republic of Korea and the United States are conducting the combined alliance maritime and air readiness exercise "Invincible Spirit" in the seas east of the Korean peninsula from July 25-28, 2010. This is the first in a series of joint military exercises that will occur over the coming months. (U.S. Navy photo by Mass Communication Specialist 3rd Class Charles Oki/Released)

100725-N-VCODE-072 U.S. 5TH FLEET AREA OF RESPONSIBILITY (July 25, 2010) Logistics Specialist Seaman Brandon Moore, from Richmond, Va., picks up aviation parts for Strike Fighter Squadron (VFA) 37 in the maintenance support package space aboard the aircraft carrier USS Harry S. Truman (CVN 75). VFA-37 is deployed as part of the Harry S. Truman Carrier Strike Group supporting maritime security operations and theater security cooperation efforts in the U.S. 5th Fleet area of responsibility. (U.S. Navy photo by Mass Communication Specialist 3rd Class Jared Hall/Released)
Remember, photographs, despite their unique storytelling ability, are seldom effective enough to stand alone. No matter how exciting the picture may be, it fails unless the viewer understands what is going on in the photograph. The area to provide information the photograph cannot give is in the caption, or the text that accompanies the photograph. It is your responsibility as the photographer to gather the necessary information and write complete, concise and factual captions.

SUMMARY

In this chapter we discussed the importance of recognizing the functions, components and attributes used when creating headlines and photo captions. Headlines and captions accompany other products to fully tell the Navy’s story. From here, we switch gears from structured writing to writing features, which allows the MC a bit more creative freedom.
CHAPTER 7

FEATURE WRITING

**Learning Objectives:** Upon completing this chapter, you should be able to do the following:

— Identify the basic elements of a feature story.

INTRODUCTION

As we learned in chapter 5, newswriting is an important tool in telling the Navy story to our external and internal audiences. However, newswriting is structured to report the facts in a timely manner with little room for creativity. For this reason, we can turn to feature writing and draw the human aspect of the news we are reporting. In no way does this diminish the need for newswriting; just the opposite, it enhances it.

In this chapter we will discuss the purpose for writing features, types of features, the anatomy of a feature story and tools to help you write features. *(Much of the information here is courtesy of the Defense Information School public affairs leadership and public affairs departments.)*

Feature stories boost morale and often tell the human side of the story beyond the hard facts. Research has shown that people like reading about themselves and others. In all honesty, there's probably not enough varying hard news happening within your command. You can only write so many stories about inspections, certifications, visits and port visits before the stories become redundant. Plus, most military publications are weeklies. By the time your story is printed, it's usually old news. Features can help mitigate that loss of timeliness.

A feature story can be written about anything. It can make us laugh; it can make us cry; it can teach you how to do something. What you have to decide, as a feature writer, is what kind of story works for your type of publication and for the topic at hand.

TYPES OF FEATURES

NEWS FEATURE

A news feature is similar to straight news stories in that it has a news peg, includes important W's and H, and requires primary and secondary sources. On the other hand, a news feature is different from straight news because it uses feature-writing styles and techniques. News features are especially popular in afternoon dailies or military weeklies. In both, the basic facts of the story have already been reported, so editors, through features, try to present the facts in a more interesting or more of a human-interest format. News features put the reader at the scene of a news event through narration and a more vivid description of what took place.

Human Interest Feature

A human interest feature requires primary and secondary source interviews and may include the use of research and observation as information-gathering techniques. Human interest is the broadest feature category. These features are written to inform, educate or entertain the reader. The news peg is replaced with reader interest.
Personality Feature

People are curious about other people. It’s human nature. The properly written personality feature is a vivid word picture of the subject’s personality traits and physical features as well as a description of the things that make the person unusual or interesting. The effective personality feature leaves readers feeling they have met the subject face to face and know that individual's personally.

A personality feature is similar to other features in that it appeals to people’s interest in other people. It normally points out special achievement, success or obstacles surmounted in life and centers on a particular event or achievement. A personality feature should be one of the most enjoyable features you write. After all, you can use your job to satisfy not only your readers' curiosity about your subject, but your own.

Auxiliary Feature

The auxiliary feature is a catch-all feature short in length that makes use of numerous photographs, graphic artwork, or a combination of both. Because this type of feature is short, the writing must be written tightly. For the same reason, accompanying captions are also critical. There are, however, some features in this category that could fill an entire page, be used as a two-page feature (double truck), or even be run as a continuing series. This feature type can range from a travel story to a light-hearted approach to a common subject. Most often, auxiliary features appear in military papers published overseas because of the unique needs of readers in those areas. But there’s no reason why these features couldn’t appear in stateside publications. The type of auxiliary feature used is limited only by innovation and imagination.

Travel feature

Travel features are used primarily overseas, where language barriers may make it difficult for readers to learn about travel opportunities. The best way to begin work on a travel feature is to experience a trip yourself and take thorough notes. DoD Directive 5120.4, “Department of Defense Newspapers, Magazines and Civilian Enterprise Publications,” states that military publications must not imply commercial endorsement. When writing travel features, be careful that you do not imply a travel location is the “best” location or that your command favors it. You can avoid implied endorsement by mentioning other similar travel opportunities. This can be done by listing other locations within your article or in an information graphic next to your article.

Local point of interest, historical feature

Similar to the travel feature, this type of feature is especially appreciated in overseas publications. It is often a vital part of the installation’s community relations program. It also helps to get base personnel out of barracks rooms and family housing to partake in the host country’s culture and daily life. These features must present the subject matter in good taste. The historical parts must be accurate or you could create bad relations between your installation and the host country.

Unit feature

Unit features provide in-depth coverage about one particular organization on an installation, such as the motor pool, a branch of supply, or the people who operate the fuel farm. While the mission and equipment are important, it’s all too common for writers to concentrate on these and ignore the most vital aspect of the operation – the people. They are the story. Junior service members and civilians often are overlooked. Don’t allow this to happen. Unit features take a lot of time to write, and they require in-depth research. These features, along with accompanying photos, often fill one or
two pages. They are sometimes used to boost unit morale or as a way to highlight a particular award or accomplishment.

**How-to features**

How-to features give your readers something they need and want. They can span the full gamut of subject matter, such as how to make a simple table for a barracks room, how to read your German telephone bill, or how to order a meal at a Japanese restaurant. Don’t hesitate to seek expert help if you need it. If your how-to feature explains construction steps or contains a recipe, do it yourself to make sure the instructions are correct.

**Brights**

Brights are short, usually humorous features we use to break up and lighten a page of serious or somber news. They serve to entertain the readers and make the paper more attractive to them. A bright is a complete story that is short enough to be used as filler.

**Seasonal/special-interest feature**

This type of feature may focus on days, weeks, months or seasons. Winter fun, Black History Month, Mother’s Day, and many more fit into this category. At overseas locations, it’s a great way to explain the host country’s holidays and celebrations. This also helps support your unit’s community relations program. Let good artwork do a share of the explaining.

**Picture Stories**

In defining the auxiliary feature, we spoke about how photos and artwork can play a big role in helping to tell your story. A page in a publication filled with a hodgepodge of photos may not make a story, but a page of photos with continuity, purpose and a short auxiliary feature does.

Selecting and displaying just the right photographs is similar to writing your story. When the material is selected and arranged in a coherent and entertaining manner, it has impact. If poorly done, the information is submerged in the resulting clutter. A collection of pictures can be arranged as an essay or a story. Both feature a collection of photos; however, with a photo story, there is a beginning, middle and end. The photo essay tells no story; it simply highlights an event. It should also be noted that a picture story may or may not be accompanied by text other than photo captions. If the feature contains accompanying text, the photo captions bridge the gap between the photos and the accompanying text. The number of photos used in the photo story depends on the importance and complexity of the subject. The key is not how many but which ones.

**Feature writing**

The challenge of feature writing is to make the article irresistible to read. You must pull the reader in with words. In feature writing there are fewer constraints, but you still must make the story clear and concise, and most importantly, **factually correct**.

**STORY STRUCTURE**

The basic parts of a news feature (See Figure 7-1) include the lead, bridge or nutgraph, body and conclusion. If each paragraph flows into the next logically and all the readers’ questions are answered, then the story is successfully organized. Feature writing adheres to the same ABCs of
journalism presented in newswriting. You must ensure that all of the information is accurate, brief and clear.

The Parts of a Feature Story

**The Feature Lead**

The feature lead is just like an attention step in a speech. Its purpose is to draw you into the feature, making you want to read more. In this chapter, we will cover nine feature leads:

- **Summary**

  *Strong winds, combined lethally with a fire in a Queens high-rise building Thursday, created a “blowtorch” that roared through an apartment building and into a hallway, killing three people and injuring 22.*

  This lead summarizes the events with the who, what, when and where, while using strong imagery to do it.

- **Narrative**

  *Louis Chacon telephones the sheriff’s office here recently and complained that there was a “big” snake in a toilet at the house he had just moved into.*

  *Deputies investigated and found nothing in the bowl.*

  *Chacon explained to them that the snake was very sneaky and only stuck its head out of a hole in the bottom of the commode when it thought no one was looking – that is, when a person had his back to the bowl.*
This narrative lead not only tells a story, but the narrative plays out in your head like a video camera. It is chronological, suspenseful, and will certainly make the reader want to finish the story. It plays on a common irrational fear.

- **Descriptive**

  *Instantly, the fuel mix exploded into a tower of red, twisting flames churning wildly upward. Soon the blaze engulfed the building; its thick, black smoke darkening the morning sky.*

  A descriptive lead is colorful and uses all of your senses to describe the event. The words in bold should bring out the images in your brain.

- **Teaser**

  *It is mid-afternoon on a Sunday in August, and the fog hugging the Golden Gate Bridge and rocky coastline finally has lifted. Tourists escaping the cable-car routine, locals fleeing cramped apartments, surfers who live on the edges of the city – they’re all drawn here for one thing: Ocean Beach.*

  *With the long expanse of fine sand and the lull of crashing waves, it looks like a California postcard.*

  And that is what makes this such a perfect place to die.

  At this point if you’re not feeling an overwhelming curiosity on why a beach is such a beautiful place to die, then you must be dead already! Where is this story going? Is this a story on suicides? Is this a story on a beachfront cemetery?

  The line, “And that is what makes this such a perfect place to die,” is the perfect line to make the reader turn the page.

- **Freak**

  *John Scheer has been designing women’s clothes for more than half his life. He is now 10.*

  In your brain you should be going, “Ten? You mean, he started at 5 years of age? How is that possible?”

- **Direct Address**

  *You would not think that a Hollywood-perfect small town would go gaga over garbage cans, sparking a trend in trash that some predict will sweep the nation.*

  *You also would not think a 66-year-old photographer and artist who wears rainbow-colored suspenders would be San Francisco’s latest trendsetter.*

  *But then, you’ve never met Dick Horn – lover of rainbows, loather of over organization and painter of garbage cans.*

  The writer is addressing “YOU,” yes, you. The start of every direct address lead is the subjective personal pronoun.
• Quote

Imagine your story starting out this way.

“Sometimes history is written in hot, little dusty places on the Earth,” Maj. Gen. James N. Mattis, commander of the 1st Marine Division, told his troops when the mission to escort him into the city was done. “That’s what we did today, and it’s good history.”

Quotes should only be used sparingly as leads and must be strong enough to carry your reader into the story.

• Question

Where are the scariest, most scream-inducing, gut-wrenching roller coasters in the world?

If you are a lover of roller coasters, you just might like the above lead. The lead makes you ask yourself the question, “You know, I never thought about it before, but where are the scariest, most scream-inducing, gut-wrenching roller coasters? I really would like to know!”

As with the quotation beginning a lead, a question must also be effective enough to truly grab the readers’ attention and arouse curiosity. Some readers may not care what the answer is and move on to the next story.

• Combination

Take blood from the dead and give to the living?

In Russia they do.

Sgt. Cynthia P. Clinger, a medical sergeant from Fort Knox, Ky., says there is not a need for blood drives like there is here. They take living blood cells from cadavers, and as long as that person was healthy, they can use the blood for transfusions.

Is this a combination question/narrative lead? It’s each of them and it works.

• Bridge/Nutgraf

Once you have a great lead and you have grabbed your reader’s attention, it’s now time to tell your reader just what the feature is going to be about. You do this through the bridge, which, in feature writing, is also called the nutgraf. This part of the feature tells the reader why he should read the feature in the first place. If you want to keep your reader long enough to read the body, then make sure you place the bridge high in the story. Beyond the fourth or fifth paragraph, your reader could get frustrated and bored and ask himself why he is still reading. The nutgraf is the “what’s-in-it-for-me” hook to keep the reader interested.

• Descriptive Lead and Nutgraf

Victoria Marriot wakes up every morning at 5:30 with her gunnery sergeant husband, and for the next 12 hours, she will be at home and at work.

Although her first child will not arrive until 6:45 a.m., the early morning allows her time to do paperwork, clean the house and cook breakfast.
This has been her lifestyle for the last three years as a licensed child care provider, one of the most demanding jobs as more and more dual-income military families try to find affordable alternatives to institutional care.

- **Summary Lead and Bridge**

  The winner was weeping, the loser was seething, and the last-place finisher was accused of influencing the outcome.

  The fans? Well, they just went back to their reading.

  Such was the scene Wednesday morning at the Indiana University Track Stadium following the women’s race-walking event in the Pan American Games.

**Body**

The body of a feature further reflects the focus of the story using creative writing techniques and attribution. The body should follow on a chosen organizational pattern. Ultimately, however, if each paragraph flows into the next logically and all the readers’ questions are answered, then the story is successfully organized.

- **Chronologically.** Organized by time or sequence. Any story that would be interesting told from beginning to end, start to finish, such as a story about a finger-painting contest for 4 year olds at the child care center. This feature could take advantage of suspense by doing a play-by-play of the contest before finally revealing the winner.

- **Topically.** Break a subject up into topics and discuss each. Example: A story about an upcoming exercise might be divided into sections on purpose, schedule and troop reaction. Most speeches and papers are organized this way; you have probably produced outlines for them. Topical organization is the most common organization pattern and is also used in inverted pyramid.

- **Spatially.** Explained in a logical sequence, having to do with physical arrangement. Example: Left to right, near to far, top to bottom, front to back. You could use spatial organization to organize a story about a bare base deployment exercise, moving from the gate to the various locations in camp.

- **General to Specific (or vice versa).** Especially when introducing the reader to something new or technical, present general (or background) information the reader can understand before becoming to specific. Example: This is a good way to introduce a new weapon system, base telephone exchange; it’s also helpful in “how-to” stories of all kinds.

- **Functionally.** Tell what something does and relate it to the larger function. Break a whole down into its individual parts. Example: A story about a new computer system in your command could be organized by each of the ways in which it will be used.

- **Descending Order of Importance.** Used most often with feature stories containing strong news pegs and interesting detail. Example: A story announcing and explaining an upcoming exercise (or giving its results afterward) or a wrap-up of a six-month deployment. This pattern is most often used in a story that has significant news content.
FEATURE CONCLUSIONS

Straight news stories have no conclusive endings. The writer simply stops writing after the last detail is provided. Cut the last graph — or even the last few graphs — and the reader still gets the complete story. A feature, however, is the skilled telling of a complete story and, like any other story, needs a strong feature conclusion where the writer makes or reinforces a point. The type of ending used depends entirely on the nature and angle of the story itself. The writer must choose the style most appropriate to the story that both satisfies the reader and clearly signals the end of the story. Remember, however, that the conclusion should complement the lead, not compete with it.

Types of Conclusions

Summary
- Summarizes the points of the story
- Keys in on impact, effects or outcome
- Last chance for the writer to make his or her point
- Usually found in news features.

Tie-back
- Completes a fact, idea or scene planted in the lead
- Returns the reader back to the point he or she was put in at the lead
- The conclusion needs the same settings, actors or ideas introduced in the lead
- Key to tie-back is to make it recognizable by bringing the reader full circle.

Wrap-up
- Ties up loose ends, solves problems, or answers questions from the lead and makes a strong point
- Powerful quotes can be used for wrap-up endings
- Quotes should be thought-provoking and provide significant insight.

Climax
- Brings the adventure, day, method, etc., to a close and ends the story at the same time
- Naturally lends itself to chronological stories.

Unending
- Turns the reader's attention to the future, saying that “life goes on.”
- Challenges reader to look at his or her own future or the future of the characters in the story in a new light, based on the story focus.
Stinger

- Surprise conclusion designed to jolt the reader
- Must be worked up to gradually
- Reader should almost feel he or she knows the inevitable ending
- Stingers are not common endings. Contrived stingers are very obvious.

Combination – Combination of two or more of any type of conclusion.

EXAMPLES of CONCLUSIONS

Sample lead

The 6-foot, 3-inch man wears a black belt as a result of seven years of Marine Corps Martial Arts Program training. His home is protected by an electronic surveillance system, a no-nonsense, 52-pound, muscular pit bull mix named Chesty and the vigilance of his Meade Heights neighbors, most of them military families. His children know they should never provide personal information to callers or strangers on the street. He always keeps his 2010 Hummer in perfect running order.

Each member of his family carries a cell phone at all times to call for help in emergencies. He owns two registered weapons – a shotgun, which is in as pristine condition as when his great-grandfather bought it a century ago, and a custom-made pistol.

The sleek, Austrian-made handgun is placed securely by his bedside, the shotgun within short reach in a vault in the master bedroom’s small office. Today, Eddie Lancaster is in the intensive care ward of Johns Hopkins, the victim of multiple stab wounds after being attacked while he walked from his car to his dry cleaners in Odenton. The knife-wielding attacker surprised Lancaster from behind, stabbing him repeatedly in the neck and back and disabling him before he could defend himself.

Summary conclusion

The attack on Eddie Lancaster is not an isolated incident, even for service members. County police statistics show that Anne Arundel County residents, like all Americans, spent about $350 more per family for personal and home security last year than in 2009. At the same time, the reports said, violent crime rose nearly 6 percent in most central Maryland counties. No one is immune to this danger.

Tie-back conclusion

A number of service members like Eddie Lancaster, who are dedicated to preserving freedom, have been the victims of random violence in a country they’ve sworn to protect. Many people are frightened – for themselves and their families – and they barricade themselves in their homes instead of confronting the problem. Rather than give in, Lancaster’s family said they believe society must work as a whole to make America safe again.

Wrap-up conclusion

“Poor Eddie,” says Andrea Lancaster, as she holds the hand of her comatose husband. She battles to stem the tide of tears, her lips quivering in a sad dance of despair. “He really believed that he had every possibility covered and that we were completely safe.”
Climax conclusion

The world outside Johns Hopkins continues its daily schedule, and the monitors in Eddie Lancaster’s room continue their steady hum. His chances for survival have improved since he was first brought in Wednesday, but the doctors still cannot make any promises to his wife and family.

Unending conclusion

Andrea Lancaster and her children keep a silent vigil at the hospital, hoping their love is strong enough to keep their husband and daddy alive. Whether he lives or dies, they know that none of them will ever feel completely safe again.

Stinger conclusion

The fact that most victims of violence have met their attackers, even if only in passing, makes the issue even more frightening. The victim in this story had also met his attacker, many times. Eddie Lancaster was stabbed by the panhandler whom he gave a dollar to every day outside the convenience store where he bought his morning coffee.

USEFUL TOOLS

As written above, feature stories blend the elements of news with creative writing tools. In this section, we will discuss these tools.

Syntax

Syntax describes the way we put together words to form phrases, clauses and sentences. Proper syntax means sentences do not sound awkward or confusing — they are easy to read and flow together smoothly. It means choosing the right words, the appropriate words, for the piece we are writing.

Transitions

One way to improve the copy in the body of your feature is to use transitions. Transition literally means movement from one place to another. In a feature story, transitions carry the reader into a new sentence or paragraph.

Here are some examples useful transitional words arranged according to functions:

<table>
<thead>
<tr>
<th>Time</th>
<th>Contrast</th>
<th>Cause/Effect</th>
<th>General to Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Then</td>
<td>However</td>
<td>Therefore</td>
<td>In fact</td>
</tr>
<tr>
<td>Now</td>
<td>Nevertheless</td>
<td>Thus</td>
<td>Especially</td>
</tr>
<tr>
<td>Next</td>
<td>Yet</td>
<td>Hence</td>
<td>For instance</td>
</tr>
<tr>
<td>First</td>
<td>Even through</td>
<td>Consequence</td>
<td>For example</td>
</tr>
<tr>
<td>Second</td>
<td>despite</td>
<td>so</td>
<td></td>
</tr>
<tr>
<td>Reference</td>
<td>Summary</td>
<td>Attitude</td>
<td>Addition</td>
</tr>
<tr>
<td>The former</td>
<td>In summary</td>
<td>Fortunately</td>
<td>Also</td>
</tr>
<tr>
<td>The latter</td>
<td>To sum up</td>
<td>Unfortunately</td>
<td>Too</td>
</tr>
<tr>
<td>The following</td>
<td>In conclusion</td>
<td>naturally</td>
<td>Furthermore</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moreover</td>
</tr>
</tbody>
</table>
Personification

Personification means giving human characteristics to non-living objects, ideas or things. Take one of the most familiar symbols in our country – Uncle Sam. Uncle Sam is a personification, representing our country by a tall lanky fellow, not unlike Lincoln. In the past “Uncle Sam” has been depicted in cartoons as compassionate, but not unwilling to roll up his sleeves and get into a fight.

Other examples:
- The moon winked at me from the clouds above
- The flowers danced in the breeze
- The wind howled
- Time marched on slowly.

Similes

A simile is a stated comparison between two or more objects using “like” or “as.” Most often, the simile is used to make writing more interesting or more entertaining. Some examples:
- His face was as ugly as old running shoes
- John Smith had a mind like a computer
- That idea went over like a lead balloon
- Your explanation was as clear as mud.

Metaphor

A metaphor is the comparison of one thing to another without the use of “like” or “as”. You should use metaphors ONLY for the sake of beauty, necessity, polish or emphasis. It should bring something to your story and help to provide a way for the reader to visualize or see the story play out in more colorful terms.
- Time is a thief
- Time is money
- Life is a journey
- The teenage boy’s stomach was a bottomless pit.

Hyperboles

Hyperboles emphasize something by deliberately exaggerating or understating it.
- Jerry can run rings around a cheetah
- Mark Twain wrote a couple of stories about life in the South
- He is older than dirt.
Anecdotes

Anecdotes are short, entertaining stories within a story that give insight to the subject. They give an example or capture the essence of a point. Usually, they are personal or biographical accounts of certain happenings.

Let’s say you’re doing a story on the small portions that are given by upscale restaurants. Your story might include the following anecdote:

“While attending a private dinner party one evening, Alfred Hitchcock, whose famously portly profile portrayed a certain fondness for food, was dismayed to find that the portions being served were far from adequate.

"At the end of the evening, the host bid Hitchcock farewell. ‘I do hope you will dine with us again soon,’ she added.

"‘By all means,” Hitchcock dryly replied. ‘Let’s start now.’"

The key is to make the anecdote relevant and interesting enough that it enhances the point of your story. Encourage your interview subject to provide anecdotes, especially those that involve them personally.

Varied sentence structure

One of the most basic rules in the English language is to use simple sentence construction – subject-verb-object, or “who did what” – whenever possible. However, using a preposition or clause to start a sentence often adds variety to your feature. In feature writing, if you strictly follow the subject-verb-object construction, your writing will become boring.

SUMMARY

In this chapter, we discussed features and how you can use features to tell the Navy story. We also compared newswriting with feature writing and broke down the anatomy of features. But, this information only skims the surface. Writing features is an art, one that must be practiced and refined. You should seek out books, magazines, online blogs, etc., and stay up-to-date on what is being printed in the world of newswriting and features.
CHAPTER 8

INFORMATION AND NEWSGATHERING

Learning Objectives: Upon completing this chapter, you should be able to do the following:

— Conduct research in preparation for interviews.
— Coordinate interviews.
— Conduct interviews.

INTRODUCTION

As you have read throughout this module, your role in reporting the news and telling the Navy story is an important one. Simply stated, you serve your country, the Navy and your commander, and your objective is to act as a conduit of command information between your commander and your command’s audiences.

In previous chapters, we have discussed the fundamentals of public affairs, the nature of news, news and feature writing, and headlines and captions. In this chapter, we’ll discuss the organization of typical newspaper and broadcast staffs and methods of gathering information to use in your various products.

The first step to gathering information is to know your community and audiences well. One journalist philosopher said, “The role of the press is to keep a community in conversation with itself.” If a community is to function, the media must keep community members talking with one another. They must understand what interests their community, and then report on what is important. As an MC, you are the internal media for the Navy.

The key to being an effective reporter serving your community is knowing what to look for, where to look for it, and how to use your time effectively. You should become familiar with your command’s organizational structure, key offices and helpful points of contact. Much of this information you will learn through networking and through your fellow MCs.

ORGANIZING COVERAGE

Beat System

Most command newspapers and broadcast detachments use a beat system through which reporters make regular visits to a specific source or area to gather news.

One type is the “geographical beat,” whereby the reporter is assigned to cover a specific area of the installation or, perhaps, a particular department or division.

The “functional beat” system is one in which a reporter is responsible for covering any event pertaining to his “functional” area. Under this system, if you write about sports, you go to all the games and related activities.
Categories of reporters

Civilian newspapers and networks use beat systems, but they also categorize reporters. General assignment reporters cover a variety of assignments regardless of subject. Special assignment reporters cover stories for which they are especially adept, such as legal, consumer, science, health, etc. If your paper or broadcast detachment uses a geographical beat system, you are a general assignment reporter. If it uses the functional beat system, you are a special assignment reporter.

Stringers

Most military public affairs offices have a limited number of personnel who can't be everywhere at once, thus hindering the mission of telling the Navy story. To help fulfill the mission, you can employ stringers – fellow Sailors, civilians or family members – as part-time reporters who write or provide story information about events in their organizations or communities. Stringers should be trained to determine news value, prepare copy for submission, and identify the importance of deadlines. Stringers are compensated for their services through bylines and recognition from the command.

TYPES OF NEWS SOURCES

For an energetic and resourceful writer, avenues for finding news stories are limitless. In reality, however, you will find that your job in the Navy does not give you the luxury of spending days, or even hours, tracking down elusive leads that may eventually result in one story.

Your job as an MC is to tell the Navy story. That means you must write positive copy about your command and its people (exception: adverse news situations). This is especially true regarding ship or station newspapers for which you may be writing. Their purpose is to inform, educate and entertain their readers and to provide a means of recognizing the achievements of the personnel in the organizations they represent.

Written Communications

Typically you will find the primary sources of Navy news come from messages, directives, e-mail and official correspondence. This can include news of coming events; current fleet exercises and operations; search, rescue and salvage operations and countless other occurrences.

Messages – When a message arrives aboard ship or at a shore activity, they are made and distributed to various departments. The PAO normally gets copies of all message traffic that might be of interest in carrying out PAO duties.

Information contained in a message is seldom detailed enough to be used for writing a comprehensive story. However, the basic facts are included and they provide a good starting point for you to develop a story.

Directives – Directives provide another source of Navy news for release to the civilian news media. You will find that much of the information they contain is intended for use by Navy personnel. Information about pay and allowances, uniform changes, advancements and promotions, service members' and dependents' benefits, training and educational programs, new regulations, morale, leadership, charity drives and similar subjects are put out in directive form. When analyzed and written in news form to play up local interest or some other news peg, information of this type makes
good copy for command newspapers and other publications written primarily for a Navy-oriented audience.

Official Correspondence – Official correspondence between commands, whether written on official letterhead or sent by e-mail, often provides tips for worthwhile stories. Also, products from the Navy Chief of Information, such as Rhumb Lines, provide Navywide themes and messages, which can be turned into stories of interest to local Sailors. Keep in mind, security is an important factor for you to consider before using any information. If the material is classified, you must not use it.

NOTE: Remember, when you receive news or items of news value in written form as above, you must localize and rewrite the information to meet the needs and interest of your audiences.

NEWSGATHERING

The most common methods of gathering news are interviews, observation and research. With each project, you may employ all three and more than once.

INTERVIEWING

Interviews are the foundation of news reporting, and the act of interviewing is an acquired skill that must be practiced, practiced and practiced. About 90 percent of everything in a news story is based on some form of interviewing either in person, by telephone or occasionally, by correspondence. Whenever possible, you should always conduct interviews in person.

Interviews can be either planned or unplanned. Planned interviews are always recommended; however, you may find yourself in the middle of a news event and you need to conduct an impromptu, unplanned interview. With planned interviews, you have time to conduct research prior to sitting down with your subject-matter expert. In an unplanned interview, you must think on your feet. Using the five W's and H should get you started with the basic questions.

As an MC in search of information, you must learn who to get information from and how to record facts. You must learn techniques for handling different kinds of people, how to draw some out, how to keep others on the topic, and how to evaluate the motives or honesty of others. In short, you must learn how to get along with people and how to treat them with tact and understanding while still accomplishing your purpose.

Basic Interviewing Techniques

The success of an interview depends on the writer’s preparation, professionalism and “people skills.” You have to be able to ask the right questions in the right way at the right time. Much of it is something that cannot be taught - only learned through experience. But if you can remember the fundamentals of interviewing, you will continue to develop. Interviewing enables writers to not only get information, but to add color and dimension to stories while also establishing a network of contacts.

An interview is a form of two-way communication. Its purpose is to investigate, explore and reconfirm facts surrounding a news story, event or topic. It also offers expert opinions on the facts that are the framework of the story and adds dimension that would be hard to produce strictly from facts.

We find the experts and ask the questions interested readers would ask in order to write a thorough, informative story. Although an MC should know a little about the interview topic, it’s not necessary to be a subject-matter expert to conduct a good interview and write a good story.
You must keep in mind that you not only represent yourself, but also your publication, your command and the Navy. It's vital that you act professional and maintain your military bearing while interviewing any person - regardless of rank or position. As discussed in Chapter 1 of this module, being an MC means being squared away – proper haircut, shined shoes, and neatly pressed uniform with fresh ribbons and other insignia. It also means to be well spoken.

**Before the Interview**

When possible, take time to prepare for the interview. The first step in the interviewing process is defining the purpose for the interview. Identify the information you want and who can provide it. This will form the foundation for your interview preparation. Identifying your subject-matter expert (SME, pronounced “smee”) is key. Don’t be afraid to interview persons other than the leadership. Sailors on the deckplates are closer to the information on a daily basis, just be wise and think professional when choosing your SME. Also, prepare to interview more than one person. Don’t limit your news or feature to only one person’s point of view.

Once you identify your SME, contact him or her and set up a time and location for the interview. Be punctual. Picking the location is as important as picking the SME. Be aware of distractions.

**Research** comes next. Research is nothing more than digging out information from files and reference works. Research prepares you for the interview, allows you to verify and amplify facts, and gives depth to your products. Below are possible research avenues:

- Military and public libraries (books, consumer magazines, trade magazines, etc)
- *Newspaper morgues* – A morgue contains previously released editions of a publication. Within morgue files, you can retrieve historical and background information as well as ideas that can be refreshed for upcoming stories
- Public affairs guidance, Rhumb Lines, fact files, quick responses, messages, etc
- Maritime strategy
- Fellow MCs who have covered similar or previous events
- *Biographies* – command leadership typically keep their bios up-to-date. Also, these items, as you may remember, are found in welcome aboard and media kits. Flag officer bios can be found in the [Navy leadership](https://www.navy.mil) section on [Navy.mil](https://www.navy.mil).
- **The Internet** – One of the most common sources of information today is the Internet. Nearly every Navy command has its own official website. These sites provide valuable information on the makeup of the command, command history and special events. An advantage to using the Internet is that the information is updated regularly and remains more current than other sources. Examples of Navy websites to help in your research:
  - [U.S. Navy](https://www.navy.mil)
  - [History and Heritage Command](https://www.history.navy.mil)
  - [CHINFO](https://www.chinfo.navy.mil)
  - [Navy Personnel Command](https://www.navypers.navy.mil)
  - [Naval Education and Training Command](https://www.nmctr.navy.mil)
When conducting research, you may discover that the best way to gather information about your topic is through observation. For example, you may be writing a feature story about the base gym’s new cardio room. Best way to record the sights, sounds and smells of the gym is to go to the gym and observe for a while. Great writers gather not only information from SMEs, but they also look for the colorful, the dramatic or the unusual in any situation. The difference between a good story and a poor one is often in the skill of the observer. Skilled observers use their eyes, ears, minds, notebooks, pens and digital recorders.

In addition to research and observation, you should plan possible questions prior to interviewing your SME. Start with the 5 W’s and H, and then build from there. Without good questions, getting the information readers want is nearly impossible.

This is the best time to put together the items you will need for the interview as well. Your interview kit should include at a minimum a notepad and writing utensils. If you plan to use a recording device, ensure it is charged and you have spare batteries.

**During the Interview**

The time has come for you to conduct your interview. You have planned properly and are ready to gather the information for your story. Well-prepared MCs know planning will be fruitless if the interview itself falls short, however.

Immediately upon greeting your SME, introduce yourself and thank your SME for taking the time to speak with you. This will set the tone for the interview.

Before you jump into your planned questions, break the ice with a few questions to help the SME feel more comfortable going into the interview. Talk about the weather, a recent sporting event, an upcoming command event, etc. Don’t dwell too long with the icebreaker questions however.

Other important interviewing techniques:

- Ask for permission to use your recording device. Even if using a recorder, you still need to take notes. With experience, you will develop your own shorthand transcription
- Listen effectively during an interview. Your body language and eye contact should convey interest and make the interviewee feel at ease
- Remember you are in control of the interview. You are there to accomplish a purpose and get the information you need to report the story. However, leave your interviewees plenty of latitude to introduce additional ideas.
- Ask open-ended questions, questions that keep the SME talking. Avoid questions that will only elicit a yes-or-no answer, unless you are asking a clarifying question to clear up something.
— Do not interrupt your SME. Let him or her speak. However, if your SME veers off on a tangent, politely steer him or her back on track. If, while on that tangent, your SME brings up something of interest or news value, make note of it. Then, ask the SME if you can schedule a separate interview at another time to cover that topic.

- Don’t be afraid to get away from your prepared questions. Use the source's responses as a springboard to additional, follow-up or clarifying questions.
- Ask for clarification. Don’t be afraid to ask the interviewee to explain, elaborate or restate important points. Be alert for vague words and follow up by asking specific questions.
- Confirm facts. Read numbers, names and facts back to the interviewee to check your notes.
- Pay attention to the time. Most people take time out of their busy schedules for interviews. Try to stay within the allotted time, but don’t be a compulsive clock-watcher. Otherwise, the SME may think you are not interested in what he or she is saying.

**After the Interview**

Just as a story has a beginning, middle and end, an interview should have a well-executed closing.

- Make an effort to complete the interview on time, but carry on if the interviewee agrees and seems eager to offer other information. To signal your intent to close, review your notes and ask if he/she has any final thoughts or anything to add
- Thank the SME once again for taking the time for the interview
- Leave your business card or contact information and request contact information in return. Ask for the best way to get in touch with him/her for more information or to clear up any facts. Always leave a “foot in the door”
- Review and fill in your notes as soon as possible after the interview. Don’t wait or you’ll forget what was said and won’t be able to decipher your shorthand. It also helps to outline your notes by highlighting good quotes or important points
- You may need to follow-up to fill in “holes” in your story. Ask your subject to confirm, correct or elaborate information missing or unclear in your notes. Remember, the success of an interview depends on the MC’s preparation, professionalism and “people skills.”

As you progress in your career, you will hone your interviewing skills. The ability to ask questions and listen effectively to the responses will make your stories more informative and interesting, which in turn will increase your readership’s interest in your publication.

**Personality Interviews**

Personality interviews are those conducted for personality features as discussed in Chapter 7. When conducting personality interviews you merge the techniques and processes listed above for interviews and observation. During the personality interview you should make a special effort to observe the subject's appearance, mannerisms, environment and character while asking questions to get into the subject's personality. A good personality feature then blends the results from the interview with your preliminary research and secondary interviews to bring the individual to life.
Telephone Interviews

As discussed, face-to-face interviews are always best. However, there may be times when that may not be possible. In this situation, you may have to conduct a telephone interview. Telephone conversations may range from full-scale interviews to brief queries to verify or amplify information. But regardless of how often you use this method of newsgathering, you should keep the following points in mind:

- Know what information you want before you dial
- Keep your pencil and paper handy
- Be polite and businesslike
- Make sure you get your facts straight. Confirm any questions you may have before you hang up and re-check your information by reading it back to the person who has given it to you
- Ask the other person to repeat figures or spell out names
- Avoid three-way conversations among yourself, the person on the telephone, and somebody else in your office.

Although a telephone is a very useful instrument, remember it is not the only, and not necessarily the best, method of gathering news. It should supplement, but not replace, all other methods.

Prepared-Question Interview

When direct person-to-person or telephone interviews cannot be arranged, some journalists resort to the prepared-question interview, or the sending of questions to the source via e-mail or through assisting personnel (aides). This is typically restricted to interviews with senior leadership, such as the commanding officer. The success of this interview depends on the quantity and quality of information collected from the written interview and your sense of news value and writing ability. A word of caution must be given here. DO NOT use this interview technique without permission from your supervisor or chief. A face-to-face interview is ALWAYS the best method!

News Conference

Since the 1960s, one of the most popular methods of gathering news is through a news conference. By presenting news conferences “live” on television, President John F. Kennedy raised this newsgathering technique into one of the most potent forces in the public exchange of opinion between the people and the government. Today, we use news conferences whenever there is a news event of great importance to the local public or when a prominent official who wants to address the media visits. News conferences establish public esteem, clear up misunderstandings, erase controversy and show the transparency of the Navy by disseminating the same information to the media at the same time.

If you are assigned to cover a news conference, you should treat it like any other newsgathering process. Preliminary groundwork to include research of the person giving the news conference is still a must. During the news conference, you may only have the opportunity to ask one question, so you pay close attention to all other questions and answers being communicated.
Man-on-the-Street Interview

Man-on-the-street interviews (See Figure 8-1) can be used for print or broadcast. During this type of interview, you ask several subjects the same question. This method gives your audience a voice on a particular subject, such as new uniforms, physical fitness, seasonal celebrations, etc. This interview must be accompanied by a still or video camera to show the people being interviewed.

![Figure 8-1, Man-on-the-Street.](image)

Multimedia Interviews

Building upon what you have learned in this chapter, you can take these techniques and apply them to interviews to be used on your ship’s SITE system or for an All Hands News Update (see Chapter 4). These interviews should be properly and thoroughly planned interviews. The only real difference in this interview is that you will have a video camera through which you will record the subject and/or yourself, depending on the setting. Location is extremely important when shooting a multimedia interview. You may shoot on location or in a studio. However, interviewing in a confined studio space may make your subject uncomfortable.

Remote Interview

The remote interview is conducted on location at a specific event and can be a multimedia or man-on-the-street interview. The major disadvantages of a remote interview are the limitations in station equipment and the lack of control over the environment. Nevertheless, this type of interview gives you the advantage of timeliness.
Sources for Sportswriting

Writing sports is similar to writing news, and so is gathering information for your sports news, with one exception – your sources. Like news writers, a problem for many beginning sports writers is knowing where to gather the needed information. Consider the following sources and note that officials are omitted from the list because they are seldom, if ever, a source of information:

- **Morale, Welfare and Recreation (MWR)** for the ins and outs of recreation, intramural and youth programs, including rules, schedules and official scorebooks
- **Coaches and managers** for details about team members, lineups and rosters, game plans, quotes and information about a contest, especially a contest you did not cover yourself
- **Team members** for accounts of what happened in the game. Be cautious. Many losing teams tend to blame the loss on the officiating, whether they lost by one point or 30 points
- **Official scorers** for game statistics and scorebooks. If you run a box score of the game, be sure your stats match those of the official scorer
- **Fans** for color and sidelight information, where appropriate. Often used in sidebar stories, fan reactions can help tell the story of a team’s success or misfortune.

Officials are impartial and usually refuse to comment. If an official’s call is vital to the story, do not expect him to explain or justify it unless it is a matter of rule interpretation. Never ask an official about judgment calls (balls and strikes, close calls on the bases, whether a receiver was in or out of bounds when he caught a pass, whether a basketball player traveled, etc.). Officials are, however, legitimate subjects for personality and rules clinic features.

Additional sports coverage guidelines (including help on compiling statistics) can be found in the latest edition of the AP Stylebook.

**SUMMARY**

In this chapter, you learned about news staffs and about newsgathering. Newsgathering is the foundation of reporting and should become part of your everyday life as an MC. But with anything else, it takes practice.

This chapter also wraps up the public affairs module. The information you have read within these pages is just the beginning. From here, we will shift gears and move on to the visual information side of the MC rating. Module 2 builds upon what you have learned here.
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APPENDIX I

MC ACRONYMS – MODULES 1 & 2

AAC  Advanced Audio Coding
AFRTS  Armed Forces Radio and Television
AIFF  Audio Interchange File Format
ARPA  Advanced Researched Project Agency
ASD(PA)  Assistant Secretary of Defense for Public Affairs
AU  Encoded Audio Format
AVCHD  Advanced Video Coding High Definition
AVI  Audio/Video Interleaved
BMP  Bitmap Image
BNC  Bayonet Neill-Concelman
CBT  Computer Based Training
CCD  Charged Coupled Device
CCU  Camera Control Unit
CD-ROM  Compact Disc Read Only Memory
CE  Civilian Enterprise
CHINFO  Chief of Information
CMY  Cyan, Magenta and Yellow
CMYK  Cyan, Magenta, Yellow & Key (black)
CODEC  Coder-Decoder
COMCAM  Combat Camera
CP10  Continuing Promise 2010
CSS  Cascading Style Sheets
CU  Close-Up
DIMOC  Defense Imagery Management Operations Center
DINFOS  Defense Information School
DMA  Defense Media Activity
DNS  Domain Name Server
DoD  Department of Defense
DoN  Department of the Navy
DPI  Dots Per Inch
DSLR  Digital Single Lens Reflex
DTP  Desktop Publishing
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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<tbody>
<tr>
<td>DTS</td>
<td>Direct to Sailor</td>
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<tr>
<td>DV</td>
<td>Distinguished Visitor</td>
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<td>DV</td>
<td>Digital Video</td>
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<tr>
<td>DVD-ROM</td>
<td>Digital Versatile Disk-Read Only Memory</td>
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<tr>
<td>ECU</td>
<td>Extreme Close-Up</td>
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<td>EEFI</td>
<td>Essential Elements of Friendly Information</td>
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<td>ELS</td>
<td>Extreme Long Shot</td>
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<td>ENG</td>
<td>Electronic Newsgathering</td>
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<td>EOD</td>
<td>Explosive Ordnance Disposal</td>
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<td>EV</td>
<td>Exposure Valve</td>
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<td>FFS</td>
<td>Full-Figure Shot</td>
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<td>FFT</td>
<td>Fast File Transfer</td>
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<td>FHTNC</td>
<td>Fleet Hometown News Center</td>
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<td>FOIA</td>
<td>Freedom of Information Act</td>
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<td>FPS</td>
<td>Frames Per Second</td>
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<td>FTP</td>
<td>File Transfer Protocol</td>
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<td>GBS</td>
<td>Gigabytes</td>
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<td>GIF</td>
<td>Graphic Interchange Format</td>
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<td>Guide Number</td>
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<tr>
<td>HTML</td>
<td>Hypertext Markup Language</td>
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<tr>
<td>IBC</td>
<td>Internet-based capabilities</td>
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<td>IP</td>
<td>Internet Protocol</td>
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<td>IPC</td>
<td>Intermediate Photojournalism Course</td>
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<td>IPTC</td>
<td>Information Interchange Model Caption</td>
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<tr>
<td>ISA</td>
<td>Interservice Support Agreement</td>
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<td>ISO</td>
<td>International Standards Organization</td>
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<td>ISP</td>
<td>Internet Service Provider</td>
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<td>JFC</td>
<td>Joint Force Commander</td>
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<td>JIRSG</td>
<td>Joint Interservice Regional Support Group</td>
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<td>JPEG</td>
<td>Joint Photographer Experts Group</td>
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<td>K</td>
<td>Kelvin</td>
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<td>LaDR</td>
<td>Learning and Development Roadmap</td>
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<td>LS</td>
<td>Long Shot</td>
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<td>MBs</td>
<td>Megabytes</td>
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<td>MC</td>
<td>Mass Communication Specialist</td>
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<td>MIDI</td>
<td>Musical Instrument Digital Interface</td>
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<tr>
<td>Acronym</td>
<td>Full Form</td>
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<tr>
<td>MILPERSMAN</td>
<td>Military Personnel Manual</td>
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<td>MOA</td>
<td>Memorandum of Agreement</td>
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<td>MOU</td>
<td>Memorandum of Understanding</td>
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<td>MOV</td>
<td>Quick Time Movie</td>
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<td>MPEG</td>
<td>Moving Picture Experts Group</td>
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<td>MS</td>
<td>Medium Shot</td>
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<td>MWR</td>
<td>Morale, Welfare and Recreation</td>
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<td>NAVCO</td>
<td>Navy Office of Community Outreach</td>
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<td>NAVINFO</td>
<td>Navy Offices of Information</td>
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<td>ND</td>
<td>Neutral-Density</td>
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<td>NJROTC</td>
<td>Navy Junior Reserve Officers Training Corps</td>
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<tr>
<td>NECs</td>
<td>Navy Enlisted Classifications</td>
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<tr>
<td>NEOCS</td>
<td>Navy Enlisted Manpower and Enlisted Classification and Occupational Standards</td>
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<td>NKO</td>
<td>Navy Knowledge Online</td>
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<td>NPASE</td>
<td>Navy Public Affairs Support Elements</td>
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<td>NRTC</td>
<td>Nonresident Training Course</td>
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<td>NVNS</td>
<td>Navy Visual News Service</td>
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<td>OIC</td>
<td>Officer In Charge</td>
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<td>OPDOC</td>
<td>Operational Documentation</td>
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<td>OPREPS</td>
<td>Operational Reports</td>
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<td>PAG</td>
<td>Public Affairs Guidance</td>
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<td>Public Affairs Policy and Regulations</td>
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<td>Public Affairs and Visual Information Team</td>
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<td>Pixels</td>
<td>Picture Elements</td>
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<td>PNG</td>
<td>Portable Network Document</td>
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<td>POD</td>
<td>Plan of the Day</td>
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<td>POD</td>
<td>Print on demand</td>
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<td>POM</td>
<td>Plan of the Month</td>
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<td>POW</td>
<td>Plan of the Week</td>
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<td>PPI</td>
<td>Pixels Per Inch</td>
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<tr>
<td>PSD/PSP</td>
<td>Photoshop/Paint Shop</td>
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<td>RC</td>
<td>Resin Coated</td>
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<tr>
<td>RDT&amp;E</td>
<td>Research, Development, Test and Evaluation</td>
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<tr>
<td>RGB</td>
<td>Red, Green, Blue</td>
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<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>RIMPAC</td>
<td>Rim of the Pacific</td>
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<td>RMVB</td>
<td>RealMedia Variable Bitrate</td>
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<td>RSS</td>
<td>Really Simple Syndication</td>
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<tr>
<td>SAPP</td>
<td>Security, Accuracy, Propriety and Policy</td>
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<td>SDII</td>
<td>Sound Designer II</td>
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<td>SDV</td>
<td>SEAL delivery team</td>
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<td>Secretary of Defense</td>
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<td>Secretary of the Navy</td>
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<td>Secure Digital Music Initiative</td>
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<td>Shipboard Information, Training and Entertainment</td>
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<td>Single Lens Reflex</td>
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<td>Subject-Matter Expert</td>
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<td>Society of Motion Picture and Television Engineers</td>
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<td>TCP/IP</td>
<td>Transmission Control Protocol/Internet Protocol</td>
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<td>Through The Lens</td>
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<tr>
<td>WAV</td>
<td>Waveform Audio Format</td>
</tr>
<tr>
<td>WMA</td>
<td>Windows Media Audio</td>
</tr>
<tr>
<td>WMV</td>
<td>Windows Media Video</td>
</tr>
<tr>
<td>WWW</td>
<td>World Wide Web</td>
</tr>
</tbody>
</table>
APPENDIX II

REFERENCES USED TO DEVELOP THE TRAMAN

Associated Press Stylebook and Briefings on Media Law
CHINFOINST 5720.8 Public Affairs Tactics Manual
DINFOS Bindery Handout
DINFOS Broadcast Writing Style Guide
DINFOS Color Management
DINFOS Digital Imagery Enhancement and Editing
DINFOS Computer Fundamentals
DINFOS Digital Audio and Video Editing
DINFOS Digital Color and Page Design
DINFOS Handout Reference for Electronic Presentations
DINFOS Input and Output Devices
DINFOS Intermediate Photojournalism Course Handbook (Functional Area 1)
DINFOS Multimedia Authoring
DINFOS Public Affairs Leadership Department Training Resources Web page (http://www.dinfos.dma.mil/Dinfosweb/Students/pald.aspx#)
DINFOS Telecommunications and Web Design
DINFOS Vector-Based Graphic Design
DINFOS Video Production Student Guide FA I (Foundation of Video Concepts)
DINFOS Video Production Student Guide FA II (Foundation of Videographic Production)
DINFOS Video Production Student Guide FA III (The Art of Videographic Production)
DINFOS Video Production Student Guide FA IV/V (The Art of Video Documentation and Culmination)
DOD Directive 5230.16 Nuclear Accident and Incident Public Affairs Guidance
DODINST 5040.02 Visual Information
DODINST 5040.05 Alteration of Official DOD Imagery
DODINST 5040.07 Visual Information Production Procedures
DODINST 5120.2 Armed Forces Radio and Television Service
DODINST 5120.4 Department of Defense Newspapers, Magazines and Civilian Enterprise Publications
DODINST 5400.13 Public Affairs Operations
DOD Principles of Information
DOD Webmasters Guidance (http://www.defense.gov/webmasters/)
JOINT PUB 3-61 Joint Public Affairs Doctrine
Naval Enlisted Manpower and Personnel Classifications and Occupational Standards
NAVEDTRA 14208 Photographer’s Mate Advanced NRTC
NAVEDTRA 14209 Photographer’s Mate Basic NRTC
NAVEDTRA 14321 Journalism Basic NRTC
NAVEDTRA 14332 Illustrator Draftsman (Equipment)
NAVEDTRA 14333 Illustrator Draftsman (Executionable Practices)
NAVEDTRA 14334 Illustrator Draftsman (Presentations Graphics)
NAVEDTRA 14335 Journalism Advanced Nonresident Training Course
NAVPERS 15560D Military Personnel Manual
NIKON® Autofocus Speedlight SB-800 Instruction Manual
NIKON® Digital Camera D300 User’s Manual
OPNAVINST 3104.1 Navy Visual Information Program Policy and Responsibilities
OPNAVINST 3104.3 Navy Combat Camera Program Policy, Responsibilities and Procedures
OPNAVINST 3432.1 Operations Security
OPNAVINST 5510.1 Department of the Navy Information and Personnel Security Program Regulation
OPNAVINST 5720.2 Embarkation in U.S. Naval Ships
OPNAVINST 5726.8 Outreach: America’s Navy
SECNAVINST 5211.5 Privacy Act Program
SECNAVINST 5720.42 Freedom of Information Act
SECNAVINST 5720.44 Public Affairs Policy and Regulations
SECNAVINST 5724.3 Fleet Hometown News Program Policy and Regulations
SECNAVINST 5420.47 Navy Policy for Content of Publicly Accessible World Wide Web Sites
SECNAVINST 5870.4 Copyright
U.S. Navy Regulations
U.S. Navy Website (http://www.navy.mil)
U.S. Rehabilitation Act (Section 508) (http://www.section508.gov)
U.S. State Department Guidelines for Producing High Quality Photographs for U.S. Travel Documents
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Assignment Questions

Information: The text pages that you are to study are provided at the beginning of the assignment questions.
### ASSIGNMENT 1

**Textbook Assignment:** “The Navy Mass Communication Specialist”, Chapter 1.

#### 1-1. Which of the following is the main function of a Navy MC?

1. Ensure bylines are published in command publication
2. Publish internal products on Navy.mil
3. Tell the story of America’s Navy
4. Volunteer for community-service projects to get the good assignments

#### 1-2. Which of the following is NOT one of the Navy’s key audiences?

1. International allies
2. U.S. public
3. Command personnel
4. Navy personnel around the fleet

#### 1-3. Which of the following personal traits are essential to becoming a successful MC?

1. Appearance, intuition and voice
2. Appearance, military bearing and voice
3. Appearance, investigative skills and military bearing
4. Appearance, intuition and writing skills

#### 1-4. Where do you find a listing of Navy enlisted classification codes for MCs?

1. Public Affairs Regulations
2. Uniform Regulations

#### 1-5. What NEC is earned through completion of the Digital Multimedia course at DINFOS?

1. 8147 – Photojournalism Specialist
2. 3251 – Broadcast Manager
3. 8151 – Graphic Illustrator
4. 8193 – Electronic Imaging System Specialist

#### 1-6. Where can you find rating-specific guide to help you navigate your career from E1 to E9?

1. Navy College Office
2. MCs Talk Shop
3. Learning and Development Roadmap
4. All Hands Owner’s and Operator’s Manual
ASSIGNMENT 2


2-1. Which of the following principles DOES NOT drive Navy public affairs and visual information?

1. Accountability to the public
2. Expeditious release of information
3. Message Alignment
4. Protection from release of damaging information

2-2. Navy public affairs is founded upon which of the following governmental standard?

1. Navy Public Affairs Regulations
2. DoD Principles of Information
3. Federal Release Guidelines
4. Privacy Act of 1974

2-3. Which of the following answers best outlines the cyclical process that serves as the foundation of public affairs?

1. Research, planning, implementation and evaluation
2. Research, planning, interviewing and examination
3. Planning, research, guidance and evaluation
4. Planning, implementation, lessons learned and survey feedback

2-4. Who is overall responsible for establishing Navy public affairs policy and directing its implementation?

1. Chief of Information
2. Secretary of the Navy
3. Secretary of Defense for public affairs
4. Chief of Naval Operations

2-5. Who is responsible for coordinating, planning and implementing the Navy’s public affairs policies and programs?

1. Chief of Information
2. Secretary of the Navy
3. Defense Media Activity
4. Chief of Naval Operations

IN ANSWERING QUESTIONS 2-6 THROUGH 2-8 SELECT THE CHINFO FIELD ACTIVITY THAT MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.

2-6. Headquartered in New York and provides coordination support for publishers?

1. Fleet Hometown News Center
2. Navy Office of Information (East)
3. Navy Public Affairs Support Element
4. Navy Visual News Center
<table>
<thead>
<tr>
<th>2-7. Provides expeditionary support with scalable, deployable forces?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fleet Hometown News Center</td>
</tr>
<tr>
<td>2. Navy Office of Information (East)</td>
</tr>
<tr>
<td>3. Navy Public Affairs Support Element</td>
</tr>
<tr>
<td>4. Navy Visual News Center</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-8. Coordinates support with film and television companies?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defense Media Center</td>
</tr>
<tr>
<td>2. Navy Office of Information (West)</td>
</tr>
<tr>
<td>3. Navy Public Affairs Support Element</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-9. At any given command, who typically serves as the command spokesman and media liaison?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Executive Officer</td>
</tr>
<tr>
<td>2. Public Affairs Officer</td>
</tr>
<tr>
<td>3. Senior MC</td>
</tr>
<tr>
<td>4. MC on assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2-10. Which of the following public affairs principle is based upon the fundamental of an empowered public?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accountability to the public</td>
</tr>
<tr>
<td>2. Expeditious release of information</td>
</tr>
<tr>
<td>3. Full disclosure of information</td>
</tr>
<tr>
<td>4. Protection from release of damaging information</td>
</tr>
</tbody>
</table>
## ASSIGNMENT 3

**Textbook Assignment:** “Policies and Guidance”, Chapter 3.

### 3-1. Which of the following CHINFO divisions is responsible for providing access to P-A Net?

1. Social Media  
2. Community Relations  
3. News Desk  
4. Policy, Doctrine and Technology

### 3-2. What document has been described as the “gold standard of news writing”?

2. U.S. Navy Style Guide  
3. Associated Press Stylebook  

### IN ANSWERING QUESTIONS 3-3 THROUGH 3-5 SELECT THE POLICY, INSTRUCTION OR GUIDANCE THAT MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.

### 3-3. The “how-to” partner to the PA Regs.

1. Public Affairs Tactics Manual  
2. Rhumb Lines  
3. Joint Public Affairs Doctrine  
4. Public Affairs Guidance

### 3-4. Brief summary of a specific issue/incident and gives responses for media queries.

1. Public Affairs Tactics Manual  
2. Fact File  
3. Quick Responses  
4. DoD Principles of Information

### 3-5. Tailored to specific events or issues to ensure message alignment.

1. Public Affairs Guidance  
2. Navy Visual Insider  
3. Public Affairs daily report  
4. Fact File

### 3-6. In which of the following situations would certain information not be releasable to the media?

1. All facts are not available  
2. Information available could cause embarrassment  
3. Information could threaten national security  
4. Never
**3-7. In what publication would you find specific statements for release during a nuclear accident or incident?**

1. DoD Principles of Information
2. Nuclear Accident and Incident Public Affairs Guidance
3. Rhumb Lines
4. Freedom of Information Act Guidance

**3-8. What number is the maximum amount of days allowable for the Navy to respond to a Freedom of Information Act request?**

1. 5
2. 10
3. 12
4. 30

**3-9. Which of the following instances DOES NOT fall under the Fair Use Doctrine for acceptable reasons for not obtaining copyright use approval?**

1. When reviewing a book, movie or television program.
2. When using a copyrighted work in a commentary to refute a point.
3. When using portions of a copyrighted work to support a news article.
4. When contact information of the copyright information is not known by the potential user.

**3-10. Which of the following best describes the term defamation?**

1. Legal argument to protect Freedom of the Press
2. Violation of the Fair Use Doctrine
3. Spoken or written words that harm one’s reputation
4. Failure to comply with a Freedom of Information Act request

**IN ANSWERING QUESTIONS 3-11 THROUGH 3-14 SELECT THE RELEASE OF INFORMATION VIOLATION THAT MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.**

**3-11. Information released violates operational security**

1. Accuracy
2. Policy
3. Propriety
4. Security

**3-12. Photographs released are not in good taste?**

1. Accuracy
2. Policy
3. Propriety
4. Security

**3-13. Information released is not factual?**

1. Accuracy
2. Policy
3. Propriety
4. Security
3-14. Name of injured personnel released before next of kin notified?

1. Accuracy
2. Policy
3. Propriety
4. Security
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### ASSIGNMENT 4

**Textbook Assignment:** “Public Affairs Functions”, Chapter 4.

<table>
<thead>
<tr>
<th>4-1. What are the three functions of public affairs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community relations, newsgathering and photography</td>
</tr>
<tr>
<td>2. Internal information, public information and community relations</td>
</tr>
<tr>
<td>3. Newswriting, photography and multimedia production</td>
</tr>
<tr>
<td>4. Community relations, internal information and social media</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-2. What public affairs approach requires you to plan ahead and be prepared for command events and day-to-day activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reactive</td>
</tr>
<tr>
<td>2. Crisis</td>
</tr>
<tr>
<td>3. Semi-reactive</td>
</tr>
<tr>
<td>4. Proactive</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-3. What is the foundation of successful public affairs?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Planning</td>
</tr>
<tr>
<td>2. Research</td>
</tr>
<tr>
<td>3. Crisis Management</td>
</tr>
<tr>
<td>4. Research and evaluation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-4. Which of the following print publications are printed at no cost to the Navy and contains a maximum of 60 percent advertising?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Family newsletters</td>
</tr>
<tr>
<td>2. Media information kits</td>
</tr>
<tr>
<td>3. Civilian enterprise newspapers</td>
</tr>
<tr>
<td>4. Cruisebooks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-5. Which of the following is NOT a goal for the dissemination of internal information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Reaching a shadow audience</td>
</tr>
<tr>
<td>2. Recognizing achievements</td>
</tr>
<tr>
<td>3. Helping Sailors/Marines understand their roles in Navy mission</td>
</tr>
<tr>
<td>4. Linking Sailors/Marines with leadership through free flow of information</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>4-6. Aboard ship, which of the following is the least effective means of disseminating internal information?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Command newspapers</td>
</tr>
<tr>
<td>2. E-mail</td>
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<tr>
<td>3. Morning quarters</td>
</tr>
<tr>
<td>4. SITE-TV</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4-7. What is the intended copy-to-reader ratio when distributing All Hands Magazines?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1:1</td>
</tr>
<tr>
<td>2. 1:3</td>
</tr>
<tr>
<td>3. 1:6</td>
</tr>
<tr>
<td>4. 1:10</td>
</tr>
</tbody>
</table>

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<tr>
<th>4-8. Which of the following traits must be established and maintained in order to build a strong public affairs program?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Credibility</td>
</tr>
<tr>
<td>2. Personality</td>
</tr>
<tr>
<td>3. Hospitality</td>
</tr>
<tr>
<td>4. Respectability</td>
</tr>
</tbody>
</table>
### IN ANSWERING QUESTIONS 4-9 THROUGH 4-10 SELECT THE NAVY PRODUCT THAT MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.

#### 4-9. Thirty-minute monthly news feature produced and distributed by the Defense Media Activity

1. All Hands Update
2. Navy Visual News
3. Any Day in the Navy Updates
4. All Hands Television

#### 4-10. Daily one- to two-minute news packages used to highlight the goings on around the fleet

1. All Hands Updates
2. Navy Visual News
3. Any Day in the Navy Updates
4. All Hands Television

#### 4-11. While on deployment, which of the following reasons should encourage you to utilize the Fleet Hometown News Center (FHTNC)?

1. Reduces shop’s workload
2. Proven method for getting news to hometown newspapers and wire services
3. Civilian newspapers not authorized to communicate with deployed assets
4. Provides hometown news to deployed Sailors/Marines

#### 4-12. Coordination with FHTNC should begin how many days prior to a unit’s scheduled deployment?

1. 15
2. 30
3. 45
4. 60

#### 4-13. What number of days following a unit’s deployment will FHTNC maintain the unit’s hold file?

1. 15
2. 30
3. 45
4. 60

#### 4-14. Which of the following documents best describes a reporter’s request information?

1. Impact request
2. Quick response
3. Media query
4. Call-out memo

#### 4-15. Which of the following items are NOT required in a media information kit?

1. Brief description of command’s mission
2. CO, XO and subject-matter expert biographies
3. Copy of welcome aboard brochure
4. Complete listing of command personnel’s e-mail addresses
4-16. Which of the following activities are NOT aimed at communicating with the general public?

1. Tours  
2. Speakers bureau  
3. Band performances  
4. SITE-TV

4-17. Which of the following community outreach programs takes Navy assets and personnel to America’s heartland?

1. Navy weeks  
2. Habitat for Humanity  
3. Project Handclasp  
4. Distinguished visitor embarks

4-18. Which of the following groups are considered internal publics?

1. Midshipmen, Navy families and local government officials  
2. Navy families, ROTC members and media  
3. Midshipmen, Navy families and Navy civilians  
4. ROTC members, media and local government leaders

4-19. During a media visit to your command, a reporter asks you for an exclusive. In which of the following situations would you be permitted to grant this request?

1. When the request is based upon a reporter’s original idea  
2. When you can keep it secret from the other visiting media  
3. When the requesting reporter covers events at your command more often than the others  
4. Never

4-20. Which of the following personnel make the best tour guides when giving tours in an international port of call?

1. Duty section Sailors not scheduled to stand a watch during tour hours  
2. Sailors who speak the host country’s language  
3. Junior officers working on their warfare qualifications  
4. Flight deck personnel
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ASSIGNMENT 5


5-1. Which of the following is not an element of mass appeal?

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<tbody>
<tr>
<td>1.</td>
<td>Timeliness</td>
</tr>
<tr>
<td>2.</td>
<td>Progress</td>
</tr>
<tr>
<td>3.</td>
<td>Brevity</td>
</tr>
<tr>
<td>4.</td>
<td>Conflict</td>
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</table>

5-2. First female Sailors report to USS Submarine (SSBN 123).

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Suspense</td>
</tr>
<tr>
<td>2.</td>
<td>Oddity</td>
</tr>
<tr>
<td>3.</td>
<td>Consequence</td>
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<tr>
<td>4.</td>
<td>Sex</td>
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5-3. 100-percent advancement to MC1.

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<tbody>
<tr>
<td>1.</td>
<td>Prominence</td>
</tr>
<tr>
<td>2.</td>
<td>Oddity</td>
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<tr>
<td>3.</td>
<td>Consequence</td>
</tr>
<tr>
<td>4.</td>
<td>Sex</td>
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5-4. Hour-by-hour account of missing Sailor from USS Destroyer (DDG 456).

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<tbody>
<tr>
<td>1.</td>
<td>Prominence</td>
</tr>
<tr>
<td>2.</td>
<td>Oddity</td>
</tr>
<tr>
<td>3.</td>
<td>Sex</td>
</tr>
<tr>
<td>4.</td>
<td>Suspense</td>
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<tbody>
<tr>
<td>1.</td>
<td>Immediacy</td>
</tr>
<tr>
<td>2.</td>
<td>Oddity</td>
</tr>
<tr>
<td>3.</td>
<td>Sex</td>
</tr>
<tr>
<td>4.</td>
<td>Progress</td>
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</table>

5-6. Annual Army-Navy football game.

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<tbody>
<tr>
<td>1.</td>
<td>Oddity</td>
</tr>
<tr>
<td>2.</td>
<td>Conflict</td>
</tr>
<tr>
<td>3.</td>
<td>Progress</td>
</tr>
<tr>
<td>4.</td>
<td>Proximity</td>
</tr>
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</table>

5-7. What is the importance of adhering to the ABCs of journalism?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Eases copyediting</td>
</tr>
<tr>
<td>2.</td>
<td>Adheres to SAPP requirements</td>
</tr>
<tr>
<td>3.</td>
<td>Builds trust and credibility</td>
</tr>
<tr>
<td>4.</td>
<td>All of the above</td>
</tr>
</tbody>
</table>

5-8. What are the three elements of an inverted pyramid-style news story?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Lead, bridge and body</td>
</tr>
<tr>
<td>2.</td>
<td>Lead, body and summary</td>
</tr>
<tr>
<td>3.</td>
<td>News peg, bridge and summary</td>
</tr>
<tr>
<td>4.</td>
<td>Headline, lead and body</td>
</tr>
<tr>
<td>Question</td>
<td>Options</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>5-9. What, if any, is the maximum length of a summary news lead?</strong></td>
<td>1. 15 words</td>
</tr>
<tr>
<td></td>
<td>2. 30 words</td>
</tr>
<tr>
<td></td>
<td>3. 50 words</td>
</tr>
<tr>
<td></td>
<td>4. None</td>
</tr>
<tr>
<td><strong>5-10. What is the most common type of news lead?</strong></td>
<td>1. Feature</td>
</tr>
<tr>
<td></td>
<td>2. Background</td>
</tr>
<tr>
<td></td>
<td>3. Summary</td>
</tr>
<tr>
<td></td>
<td>4. Direct address</td>
</tr>
<tr>
<td><strong>5-11. Which of the following definitions best describes a story’s news peg?</strong></td>
<td>1. Story filename</td>
</tr>
<tr>
<td></td>
<td>2. Proposed headline</td>
</tr>
<tr>
<td></td>
<td>3. Most significant fact</td>
</tr>
<tr>
<td></td>
<td>4. Primary source</td>
</tr>
<tr>
<td><strong>5-12. What are the primary parts of an impersonal who?</strong></td>
<td>1. Rank and last name</td>
</tr>
<tr>
<td></td>
<td>2. Job title and unit</td>
</tr>
<tr>
<td></td>
<td>3. Full name and job title</td>
</tr>
<tr>
<td></td>
<td>4. Rank and unit</td>
</tr>
<tr>
<td><strong>5-13. What number of days is included in a publication date week?</strong></td>
<td>1. 7</td>
</tr>
<tr>
<td></td>
<td>2. 5</td>
</tr>
<tr>
<td></td>
<td>3. 10</td>
</tr>
<tr>
<td></td>
<td>4. 13</td>
</tr>
<tr>
<td><strong>5-14. What term is used to describe the insertion of a writer’s opinion in a hard news story?</strong></td>
<td>1. Attribution</td>
</tr>
<tr>
<td></td>
<td>2. Commentary</td>
</tr>
<tr>
<td></td>
<td>3. Editorializing</td>
</tr>
<tr>
<td></td>
<td>4. Sidebar</td>
</tr>
<tr>
<td><strong>5-15. Where in a hard news story do you find the story’s lead emphasis?</strong></td>
<td>1. Final paragraph</td>
</tr>
<tr>
<td></td>
<td>2. Headline</td>
</tr>
<tr>
<td></td>
<td>3. First few words of lead sentence</td>
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<tr>
<td></td>
<td>4. Slug</td>
</tr>
<tr>
<td><strong>5-16. What part of a lead sentence identifies the past, present or future of the when element?</strong></td>
<td>1. Dateline</td>
</tr>
<tr>
<td></td>
<td>2. Object</td>
</tr>
<tr>
<td></td>
<td>3. Subject</td>
</tr>
<tr>
<td></td>
<td>4. Verb tense</td>
</tr>
<tr>
<td><strong>5-17. A news story’s bridge serves which of the following purposes?</strong></td>
<td>1. Updates the reader on events related to the current story</td>
</tr>
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<td></td>
<td>2. Elaborates, explains or provides authority to facts in the lead</td>
</tr>
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<td></td>
<td>3. Provides smooth transition to the body of the story</td>
</tr>
<tr>
<td></td>
<td>4. All of the above</td>
</tr>
</tbody>
</table>
5-18. When writing a follow-up story about a news event, you need to remind the reader of the previously reported facts. You do this with which of the following devices?

1. Attribution
2. Full identification
3. Tie-back
4. The “how” element

5-19. What portion(s) of a news story are typically used to adapt the news story to a news brief?

1. Lead
2. Lead and bridge
3. Lead and headline
4. First and last paragraphs

5-20. When following the inverted pyramid style of writing, in what sequence should you present the story’s facts?

1. In chronological order
2. From greater to lesser importance
3. With most interesting details presented last
4. With the story built to a climax

5-21 Which of the following answers best describes the proper use of direct quotes?

1. Direct quotes can be reworded to correct grammar errors
2. Direct quotes are paraphrased bullets sent by a subject-matter expert
3. Direct quotes do NOT always require quotation marks
4. Direct quotes must always be written verbatim

5-22. What is the primary difference between internal news stories and external news releases?

1. Audience
2. Author
3. Format
4. Length

5-23. What is the purpose of a dateline?

1. Identifies intended audience
2. Includes VIRIN information
3. Tells where the story was written
4. Tells where the news happened

5-24. Which of the following locations stands alone in a dateline?

1. Jacksonville
2. Pearl Harbor
3. Pensacola
4. Whidbey Island

5-25. Which of the following elements of an external release must be established prior to release in order to properly target story’s intended audience?

1. Dateline and military tie
2. Local angle and military tie
3. Supporting photograph and dateline
4. Supporting photograph and local angle
### 5-26 Which of the following elements of an external release must be established prior to release in order to properly target story’s intended audience?

1. Dateline and military tie
2. Local angle and military tie
3. Supporting photograph and dateline
4. Supporting photograph and local angle

### 5-27 What is the primary purpose of a media advisory?

1. To request media contact information
2. To send follow-up releases to media who covered previous event
3. To encourage media to cover event
4. To solicit feedback following media visit

### 5-28 Which of the following elements of an external release must be established prior to release in order to properly target story’s intended audience?

1. Dateline and military tie
2. Local angle and military tie
3. Supporting photograph and dateline
4. Supporting photograph and local angle

### 5-29 What is the goal for the timely release of information following an accident or incident?

1. One hour
2. Six hours
3. Within 24 hours
4. When all facts are available

### 5-30 Which of the following items of information must be included in an initial accident or incident story?

1. The cause of the accident/incident
2. A statement from leadership
3. Names of all persons involved
4. An investigation status statement

### 5-31 Which of the following elements should be included in an external news release in order to properly target a hometown audience?

1. Dateline and military tie
2. Local angle and military tie
3. Supporting photograph and dateline
4. Supporting photograph and local angle

### 5-32 Where in a sports story should the final outcome of the sporting event be placed?

1. Lead
2. Bridge
3. Final paragraph
4. Photo caption

### 5-33 On average, how many lines of broadcast copy are needed to produce a 30-minute piece?

1. 2-3 lines
2. 5-6 lines
3. 7-8 lines
4. 9-10 lines
Which of the following is NOT one of the six C’s of broadcast writing?

1. Clear
2. Current
3. Consistent
4. Conversational
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**ASSIGNMENT 6**

**Textbook Assignment:** “Writing Headlines and Captions”, Chapter 6.

| 6-1. Which of the following reasons does NOT describe the importance of headlines? |
| 1. Dresses up an editorial page |
| 2. Reduces cost of printing |
| 3. Catches a reader’s eye |
| 4. Give publication more appealing look |

| 6-2. What are the three general categories of headlines? |
| 1. Editorial, feature and straight news |
| 2. Editorial, novelty and direct address |
| 3. Feature, question and straight news |
| 4. Feature, question and direct address |

| 6-3. Which of the following terms best describes the journalistic writing style used when writing headlines? |
| 1. Editorial |
| 2. Abbreviated |
| 3. Inverted pyramid |
| 4. Telegraphic English |

| 6-4. Which of the following punctuation marks replaces the word “and” in headlines? |
| 1. Period |
| 2. Comma |
| 3. Semicolon |
| 4. Ampersand |

| 6-5. Which of the following punctuation marks is used to indicate “said” or to create a pause for effect in a headline? |
| 1. Colon |
| 2. Period |
| 3. Semicolon |
| 4. Quotation marks |

| 6-6. Which of the following errors occurs when a headline that runs over more than one line is broken in such a way that it creates a strange pause or phrase and/or potentially changes the meaning of a headline? |
| 1. Bad split |
| 2. Split infinitive |
| 3. Dangling modifier |
| 4. Error in agreement |

**IN ANSWERING QUESTIONS 6-7 THROUGH 6-11 SELECT THE TYPE OF HEADLINE THAT BEST MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.**

| 6-7. Used to direct a reader to a story continued from a previous page. |
| 1. Jump |
| 2. Standing |
| 3. Banner |
| 4. Masthead |
6-8. Provides complementary information when placed below a main headline.

1. Drop
2. Wicket
3. Kicker
4. Standing

6-9. Runs across more than one column and gives prominence to a major news event.

1. Kicker
2. Wicket
3. Banner
4. Tripod

6-10. Identifies regular or recurring content.

1. Drop
2. Standing
3. Crossline
4. Masthead

6-11. Features typographical tricks and ornate characters.

1. Kicker
2. Hammer
3. Novelty
4. Standing

6-12. Which of the following terms is often used synonymously with the word “caption”?

1. Cutline
2. Sidebar
3. Dateline
4. Drop headline

6-13. What are the four major components of a photo caption?

1. Action, identification, background information and credit line
2. Lead, identification, secondary facts and classification code
3. Date, VIRIN, credit line and background information
4. Who, what, when and where

6-14. During which of the following circumstances is full identification of the subject(s) being photographed NOT required?

1. When the MC does not gather the subject’s identifying information
2. When subject(s) name is too long to fit into allotted space
3. When the MC only has one hour to submit photograph
4. When three or more subjects are doing the action in the photograph

6-15. What is the purpose of adding background information to a photo caption?

1. Fills editorial space
2. Aids in cataloging and filing
3. Identifies the when and where
4. Tells reader why photograph was taken
 ASSIGNMENT 7


7-1. In weekly publications, how do feature stories assist in telling the Navy story?

1. Draws upon human aspect of news
2. Goes beyond the hard facts
3. Mitigates the loss of timeliness
4. All of the above

7-2. Hard news idea enhanced by feature-writing techniques and styles

1. Unit
2. News
3. Historical
4. Point of interest

7-3. A vivid word picture that highlights a subject’s personality, physical traits and an aspect that makes the subject unusual or unique.

1. Bright
2. Auxiliary
3. Personality
4. Historical

7-4. Short, humorous story that breaks up or lightens serious or somber news.

1. Unit
2. News
3. Bright
4. Special interest

7-5. Focuses on special events, holidays, celebrations and seasons.

1. Auxiliary
2. Historic
3. Point of interest
4. Special interest

7-6. Which of the following lists best describe the basic structure of a feature story, in order?

1. Lead, bridge, quotations and literary description
2. Lead, bridge, body and conclusion
3. Headline, lead, body and conclusion
4. Headline, lead, bridge and literary description

7-7. In which of the following parts of a feature does the writer tell the audience what the feature is about?

1. Lead
2. Bridge
3. Headline
4. Literary description
7-12 Which of the following organizational patterns presents a feature in a logical sequence in relationship to the subject’s physical surroundings?

1. Spatially
2. Topically
3. Specifically
4. Functionally

7-13. Which of the following patterns organizes a feature by time and sequence?

1. Spatially
2. Spatially
3. Functionally
4. Chronologically

7-14 Through which of the following conclusions does a feature writer complete an idea, bringing the audience full circle in the story?

1. Climax
2. Stinger
3. Tie-back
4. Wrap-up

7-15. Which of the following feature conclusions solves a problem presented and answers questions?

1. Stinger
2. Wrap-up
3. Tie-back
4. Summary
7-16 Which of the following conclusions fools a reader into expecting an ending then jolts the reader with a surprise, unexpected ending?

1. Climax
2. Stinger
3. Narrative
4. Unending

**IN ANSWERING QUESTIONS 7-17 THROUGH 7-20 SELECT THE CREATIVE WRITING TOOL THAT BEST MATCHES THE DESCRIPTION GIVEN AS THE ANSWER.**

7-17. Gives human qualities to non-living objects, ideas or things?

1. Syntax
2. Anecdote
3. Metaphor
4. Personification

7-18 Compares one thing to another for the sake of beauty, necessity or emphasis without using the words “like” or “as”?

1. Simile
2. Metaphor
3. Hyperbole
4. Personification

7-19. Exaggerates or overemphasizes a point.

1. Syntax
2. Simile
3. Metaphor
4. Hyperbole

7-20. Short, entertaining story that gives insight into a subject?

1. Syntax
2. Anecdote
3. Hyperbole
4. Personification
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ASSIGNMENT 8


8-1. What is the first step in gathering information for a public affairs or visual information product?

1. Draft a storyboard
2. Identify your audience
3. Schedule SME interviews
4. Format your product template

8-2. Under which of the following beat systems do reporters covers specific areas or locations?

1. Spatial
2. Functional
3. Geographical
4. Hierarchical

8-3. In which of the following beat systems would you find special assignment reporters?

1. Spatial
2. Functional
3. Geographical
4. Hierarchical

8-4. After receiving a news release from the Navy Exchange Command about the rollout of new uniforms Navywide, what must you do prior to publishing the information in your command publication?

1. Draft a quick response
2. Send out a media advisory
3. Localize and rewrite the information
4. Place information in command template

8-5. Which of the following reasons DOES NOT describe a purpose of conducting SME interviews?

1. Reconfirm facts
2. Investigate information
3. Replace need for reference research
4. Add color and dimension to news story

8-6. What are the three most common methods of gathering news?

1. Internet, research and interviews
2. Internet, morgues and interviews
3. Interviews, observation and research
4. Interviews, morgues and observation
**8-7. What percentage of information for a news story should be gathered via some sort of interview?**

1. 50
2. 60
3. 75
4. 90

**8-8. Upon arriving at your chosen SME interview location, which of the following actions should be completed first?**

1. Thank the SME for doing interview
2. Ask permission to use recorder
3. Begin asking icebreaker question
4. Confirm spelling of the SME’s name

**8-9. If during the middle of an interview, your SME goes off subject and begins speaking of another newsworthy issue, which of the following courses of action should you take?**

1. Interrupt SME and immediately ask another question on topic
2. Redirect the interview to the new topic
3. Steer SME back to the original topic and ask if you can return to cover other topic at different time
4. Do nothing; let the SME keep talking

**8-10. While conducting a personality interview, which of the following techniques should you apply in order to capture the subject’s personality?**

1. Shoot photographs during the interview
2. Observe the subject’s surroundings, appearance and mannerisms
3. Bring along a second MC to assist in the interview
4. Interview only the subject to ensure you capture his or her perspective only

**8-11 Which of the following interview types is the best method of gathering information?**

1. Telephone
2. Face-to-face
3. News conference
4. Man-on-the-street

**8-12 What former U.S. President is credited with making live news conferences the potent force of information dissemination it is today?**

1. Franklin D. Roosevelt
2. Dwight D. Eisenhower
3. John F. Kennedy
4. Ronald Reagan

**8-13. During a news conference, how many questions do reporters usually have the opportunity to ask?**

1. None
2. 1
3. 2
4. 3
### 8-14 Which of the following answers serve as the best reason for conducting man-on-the-street interviews?

1. Lessens workload for MCs
2. Gives audience a voice
3. Other methods make Sailors uncomfortable
4. Increases control of subject matter

### 8-15 When gathering information for sports story, which of the following sources is NOT a good source of data?

1. AP Stylebook sports section
2. Officials
3. Coaches
4. Scorebooks