

Headline Writing

Invitational Meet B • 2019



You are a copy editor for the Leaguetown **Press**, the student newspaper of Leaguetown High School.

Write the headline assigned for each of the given six stories. Use the following system: all upper and lower case letters, spaces, punctuation marks and symbols count as 1. Capitalize the first letter of the first word of each headline. You may use either upstyle (capitalizing the first letter of every word) or downstyle (capitalizing the first letter of the first word and the first letter of proper nouns only thereafter). Remember that main headlines belong on the top line and secondary headlines belong under the main headline. You have **30 minutes**.

Do not write your name or the name of your school on this sheet or your entry.

Story 1 — Write: 2-line headline with each line counting 22-28

With the newly approved 2019-20 school calendar, secondary students will get one Friday off a month next school year.

The four elementary schools will offer an enrichment day on that Friday, but high school and middle schools students will have a student holiday. Teachers will have a work day.

“I am beyond stoked,” junior Jared West said. “The class officers are proposing senior get-togethers for those days — like meeting at the park or the lake.”

Superintendent Todd Grimely said parents overwhelmingly supported this calendar.

“We were quite surprised,” Grimely said. “When I first proposed it, I thought I would get some push-back from parents. I got none. I suspect students influenced their parents to support it.”

Story 2 — Write: 2-line headline with each line counting 16-22

The National Honor Society netted \$4,400 from its online silent auction last week. Items ranged from school memorabilia to restaurant gift cards.

NHS president Shelby Canton said the organization will use the money to buy books and shoes for children in Uganda.

“We had hoped to raise \$1,000,” Canton said. “We are thrilled with the outcome.”

Items for the auction were donated by students, teachers and community members. The auction was open to anyone.

“A lot of alumni won the memorabilia,” Canton said. “One old football jersey sold for \$200. We were hoping we would get \$20 for it.”

The hottest item from the auction was a University of Texas football signed by coach Tom Herman. It sold for \$700.

“Coach Herman is the uncle of one of our officers,” Canton said.

Story 3 — Write: 3-line headline with each line counting 10-16

Juniors in Marcia Lee’s English class will all have new pen pals starting Monday. Lee is pairing her students with the second graders from Elmot Elementary to revive a “dying art” — letter writing.

“Students have little to no experience handwriting a letter,” Lee said. “I find this shameful. Writing letters promotes many essential skills — including penmanship and communication.”

Junior Penelope Perry said she is looking forward to getting her pen pal.

“I love to write, and I love kids,” she said. “This couldn’t be more perfect for me.”

Lee said students will be required to write letters once a week to their assigned pen pal. Lee will read all letters before delivering them to the school.

“Then, the elementary students will write back to our high schoolers,” she said.

“I am requiring my students to ask at least two questions in every letter to help the second graders get started with their response letters.”

Story 4 — Write: 1-line main headline counting 12-18 and a 2-line secondary headline with each line counting 24-30

Two days left and only 350 more cans to go.

That's the magic number to reach 4,000 donated cans.

Principal RayAnn Resposa promised students if they met the 4,000 canned food drive goal, she would allow the basketball coaches to dye her hair purple.

"Last year, the school donated 600 cans during the spring food drive," Resposa said. "I thought, for sure, we couldn't reach 4,000. I assumed I was safe."

But now, Resposa is less than 400 cans away from a new hairdo. That's about one can per student.

"I am excited the students have donated so much food but, honestly, I'm getting nervous about the hair," she said.

Coach Stella Inness, a former hair dresser, will head up the hair-dyeing.

"I have the perfect shade — bright, royal purple — all picked out," Inness said. "Mrs. Resposa's hair is so light we won't even have to bleach it first. And the dye should last at least a few months."

Senior Chelsea Manning said she is bringing five cans of food tomorrow.

"It's going to be so cool," Manning said. "Mrs. Resposa will have purple hair for prom and graduation."

Story 5 — Write: 1-line main headline counting 12-18 and a 1-line secondary headline counting 26-32

Sprinkles. Gummy bears. Chocolate sauce. And more.

After spring break, students will find these new sweet treats and much more in the cafeteria. For the first time, the school will offer frozen yogurt with a 20-choice topping bar.

Students will be able to buy the yogurt by the ounce, and the cafeteria will offer three flavors each week.

"I am so pumped," junior Nima Iman said. "Froyo is my favorite. I know the line is going to be crazy long but it's going to be worth it."

Cafeteria manager Lollie Nelson said she is setting up three weigh stations and cash registers to alleviate long lines.

"The students are excited about this, but I don't want students to have to wait 30 minutes to get their yogurt," Nelson said.

The Student Council suggested the frozen yogurt and topping bar at the beginning of the school year.

"It took us almost six months to find a vendor who would set up the machines and bring in the topping bar," Nelson said. "Hopefully, it was worth the wait."

Nelson said the first flavors will be vanilla, cookies and cream and non-dairy orange yogurt.

Story 6 — Write: 1-line headline counting 26-32

To get more parents involved with the school, the Parent-Teacher Association and the school administration have named next week Parents Are Welcome (PAW) Week and are encouraging parents to come to the school to volunteer in a classroom or eat lunch with their children.

"In elementary school, we see involved parents every day," Principal RayAnn Resposa said. "But in high school, we rarely see them. We want our parents to know they are welcome and needed here."

Resposa and the PTA published a list of activities parents could do during PAW Week, including reading to a class, helping distribute ice cream to all A students, making copies for a teacher or simply attending a class with their child.

"Our doors are open," she said. "We don't care what a parent chooses to do. We just want to see them."

Senior Luis Ortiz said his mom is going to read a book to his Spanish class.

"At first I thought it was kind of corny, but then I saw how excited my mom was," he said. "She's read like 15 books trying to find the best one for the class. It's kind of cool."

Invitational A Meet • 2019
Headline Writing Entry Sheet

All letters (upper and lower case), numbers, punctuation marks, symbols and spaces count as one (1). Place one letter or other unit in the appropriate spaces below. Remember to leave spaces between words. Note that the number of lines you are given on this sheet corresponds to the number of lines required for each headline. **Write your number on the upper right-hand corner of this sheet.**

■ Headline Number 1

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

■ Headline Number 2

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

■ Headline Number 3

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

■ Headline Number 4

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

_____ *main headline*

_____ *secondary headline*

■ Headline Number 5

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

_____ *main headline*

_____ *secondary headline*

■ Headline Number 6

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32

DO NOT DISTRIBUTE TO STUDENTS BEFORE OR DURING THE CONTEST!

INVITATIONAL B • 2019 HEADLINE WRITING CONTEST TIPS AND SAMPLES

Contest Director: Give one copy to each judge to use during critique/judging. Also, staple one copy of the contest and one copy of the contest tips to each student's returned entry. The purpose of the tips is to provide immediate feedback to students. However, it is not meant to replace written comments from the judges.

1. Headline writing is different than the other contests. It is suggested you pace yourself. You have about 5 minutes for each headline. Don't watch the clock, but be aware of the time you are taking to complete a headline. It is better to have four or five good headlines rather than six mediocre ones.
2. When writing the headline, first highlight or underline all the important words in the story. Then write a sentence based on those highlighted words.
3. After you have your first sentence, go back and begin editing out words. If you have a multi-line headline, separate the lines at a recommended area. This means you should not split phrases or ideas. Make sure all types of phrases — noun, verb, adverbial, adjective and prepositional phrases especially — are on the same line. Continue eliminating words until you get to a point where the headline fits. It may be necessary to re-write the headline one or more times or to take a different approach before you get the key idea. Remember to eliminate all unnecessary words such as article adjectives (a, an, the). In many cases a comma (,) can substitute for the word "and."
4. You may use a thesaurus or dictionary, either bound or electronic. You may write in block letters. You should not be penalized for inconsistency in upstyle or downstyle.
5. Make sure you are within the prescribed count. Under no circumstances should you go over the maximum count. Judges are instructed to disqualify any headline under and over the prescribed count.
6. Write headlines using active verbs in either present, future or present perfect tense. Follow the style of the headline — if it is a fun story, write a fun headline; if it is a serious story, write a serious headline.
7. Do not sacrifice accuracy for creativity or cuteness.
8. Normally, the main headline is used to grab the reader's attention. It is not necessary, although it is possible, to have a verb in the main headline when you have a secondary headline. The secondary headline should do one of two things: emphasize the significant aspects of the story or emphasize the unusual.
9. Please note that AP does not have a style dealing with headlines. Most newspapers create their own style; so using numbers or spelling them out is acceptable either way as long as the writer is consistent.

The following are additional basic headline rules for you to follow:

- avoid starting the headline with a verb
- always use single quotes
- avoid using the same word twice in a headline
- use active verbs, not passive verbs
- try to write in present or future tense
- avoid unfamiliar abbreviations
- do not end the headline with a period

★ STORY #1

Students to get one Friday	26
per month off next year	23

★ STORY #2

NHS raises \$4,400	17
for children in Uganda	22

★ STORY #3

Juniors to begin	16
pen pal program	15
with 2nd graders	16

★ STORY #4

Dyeing to help	14
Students need 350 more cans	27
for principal to get new 'do	28

★ STORY #5

Just desserts	13
Cafeteria to offer frozen yogurt	32

★ STORY #6

PTA to host parent welcome week	31
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Yippee!! You're the director of the journalism contests. To make your life a little easier...

WE HAVE ENCLOSED:

- The contests
- Judging criteria
- A statement to the judges
- A statement to the contestants
- Contest Tips. (Provides examples of how stories/heads should have been written and a sample story. Clip a copy to each entry to provide immediate feedback.)

NOW, YOU NEED TO:

- Make certain you have read the journalism section of the *UIL Journalism Handbook*. You can download it free from the UIL website at: http://www.uiltexas.org/files/academics/Journalism_Handbook_2018-19.pdf.
- Inventory the contest packet. Hopefully, there won't be any problems. If you find one, please call it to my attention. Call me at work at 512/232-4924, home at 512/740-3463 or e-mail me at jacton@uiltexas.org.
- **READ THE ENCLOSED STATEMENT TO YOUR JUDGES.**
Discuss the judging criteria and clarifications with the judges.
- **Do not give the tips to students.**
- Share the "Tips" with the judges (**BEFORE** they judge) and clip one copy to each contestant's entry **AFTER JUDGING**. Judges should write directly on EVERY student's entry and then attach one copy of the Contest Tips to each entry.
- Thanks and good luck!

Statement to Judges

JOURNALISM CONTEST DIRECTOR

Please copy and distribute the following statement to the judges

1. Divide papers among the judges.
2. Every paper **MUST** be read and edited by at least one judge. *No paper should EVER be returned without written comments.*
3. Every judge does not have to read every paper. Strive for two readings for each paper. A third reading may be necessary for papers that contend for placing in the top six.
4. Avoid sarcasm or unduly harsh criticism. Remember: these are high school students, not professionals.
5. Please review the “Tips” for each contest. This sheet is consistent with the contest manual and what has been taught at conferences.
6. Realize that the UIL style may differ slightly from what you have been taught, what you practice or your newspaper’s style. If you have serious disagreement, please take them up with the UIL office, not the contestants or the meet director. For example, in the news, feature and editorial writing contests, it is not necessary to identify the school, Leaguetown High School. We create this contest as if students attend Leaguetown High School. Therefore, we assume high school students know the name of their school. Also, since AP style constantly changes, watch simply for writers to follow a consistent style. Some students (and newspapers) prefer addressing people with Mr./Mrs./Ms. title on second and subsequent uses.
7. In the Feature Writing contest, students have the freedom to develop scenes as they feel the scenes *may* have existed. The scenes must be a natural extension of the story. Please read “Contest tips” before judging.
8. In the editorial writing contest, students have the freedom to propose solutions or suggest answers they feel might resolve the problem. They do not have to be those proposed on the fact sheet. Also, they are urged to write in third person, but they may use first person plural on occasion.
9. In the headline writing contest: the main deck of a main/secondary headline combination may contain but does not need a verb. For example:

Out of Air

Statement to the Contestants

JOURNALISM CONTEST DIRECTOR

Please read the following statement to contestants

1. Place your number in the upper right hand corner of each page of your entry. Do not put your name or your school's name on any part of the contest entry. If you do, you may be disqualified.
2. Write on one side of the paper only. Write legibly. This is a request, not a requirement.
3. It is suggested that you double space so judges may edit and write comments more extensively on your entry. This is a request, not a requirement.
4. You may use a dictionary and/or a thesaurus (bound or electronic) during News, Editorial, Feature and Headline contest. You may also use an AP stylebook. You may not use a journalism text or other textbook. No resources are allowed during the Copy Editing contest.
5. You may not talk during the contest. If you have a question, raise your hand and the contest monitor will come to you.
6. If you use a computer, you are responsible should it malfunction. You will have the remaining time to complete the contest in longhand, but you will not be given extra time. You must complete the print command before the monitor asks everyone to quit writing. If the computer malfunctions do not make noise trying to fix it. The monitor will ask you to leave if you are causing too much commotion. You may not use a computer in the Headline Writing contest or the Copy Editing contest.
7. Make sure all of your electronic devices (cell phones, ipods, etc.) are turned off. You may be disqualified for disrupting the contest if your devices go off.
8. When you are finished, please turn in your paper and quietly exit.

Good luck.



JUDGING CRITERIA

SPRING MEET JOURNALISM CONTESTS

In an effort to standardize judging procedures statewide, the League office has compiled a list of journalism contest judging guidelines. This list of guidelines will be included in each district and regional contest packet and will be available to State Meet contest judges. It is the responsibility of each journalism contest director to see that all contest judges are familiar with and adhere to these guidelines.

■ HEADLINE WRITING (30 minutes) NEW TIME FOR 2019!

1. Within count. **Note:** All letters, digits, punctuation marks, spaces, grammatical marks count as one (1).
2. Wording specific, accurate; unnecessary wording omitted.
3. Verb needed in main, secondary or both decks. At times, though, a verb is not necessary in both the main and secondary head.
4. Emphasis on active verbs.
5. Past tense avoided.
6. Split phrases (modifiers, verbs) avoided.
7. Redundancy in wording avoided.
8. Does not sacrifice accuracy for creativity or cuteness.
9. Main headlines not dependent on secondary headlines.
10. Secondary headlines emphasize significant aspect of news.
11. Grammar, spelling, punctuation correct.
 - A. It is permissible to use upstyle (ALL CAPS) or downstyle headlines.
 - B. Students need not complete all six headlines to win. It is possible that five good headlines will win over six mediocre ones, or four excellent heads will win over six poor headlines. The final decision rests with the judges, but no contestants shall be disqualified solely on the basis of not completing all six headlines.

■ EDITORIAL WRITING (45 minutes)

1. Introduction presents problem, provides staff stance.
2. Lead grabs reader's attention.
3. Evidence provided to support stance taken.
4. Direct quotes avoided unless absolutely necessary.
5. Writing tight. Wording active, precise.
6. Other viewpoints presented and evidence is shown to refute those viewpoints.
7. Conclusion recaps staff position and contains call to action and/or solution.
8. Third person emphasized, although first person plural may be used occasionally.
9. Editorial tone fair, mature.
10. Secondary consideration given to:
 - A. Grammar
 - B. Spelling
 - C. Neatness

■ FEATURE WRITING (60 minutes)

1. Lead grabs reader's attention and fits mood of story. It is permissible for students to set a scene for the feature prompt. The scene may include details that are not in the prompt.
2. Writing tight. Wording active, precise.
3. Slang, cliches, jargon avoided.
4. Facts presented in logical sequence.
5. Smooth transitions.
6. Quotes, paraphrasing used effectively.
7. Persons identified fully, accurately.
8. Feature theme fully developed.
9. Utilizes time peg (if necessary)
10. Secondary consideration given to:
 - A. Grammar
 - B. Spelling
 - C. Neatness

■ NEWS WRITING (45 minutes)

1. Sound news judgment in lead selection.
2. Facts presented in descending order of importance.
3. Information flows. Smooth transitions.
4. People identified fully, accurately.
5. Quotes, paraphrasing used effectively.
6. Extraneous information omitted; writing tight.
7. Wording active.
8. All news questions answered. Newspaper style incorporated.
9. Editorialization avoided.
10. Secondary consideration given to:
 - A. Grammar
 - B. Spelling
 - C. Neatness

■ STYLE/TITLES

- ✓ Newspaper style includes the option of using titles of Mr./Mrs./Miss/Ms. with names of adults. Students should be identified fully at first mention and by last name thereafter (1st use - senior Jeanne Acton; second and subsequent uses - Acton or Ms. Acton). It is permissible to use first names only on the second reference in feature stories. AP style calls for adults to be identified by full name at first mention, and then with appropriate title and last name thereafter. Be aware of deviations from AP style. If a contestant is consistent in the use of their style, it is not recommended you penalize the contestant for not following strict AP style. We ask that you look for consistency and understandability in the use of a contestant's style.

■ SECONDARY CONSIDERATIONS

- ✓ Journalistic proficiency shall be the standard by which entries are judged. In papers of similar journalistic quality, secondary considerations of grammar, spelling and neatness may be used to determine contest results. The contest does not intend, however, to test grammar or spelling skills, and each entry should be judged on its journalistic merit before other considerations come into play.

■ COPY EDITING (15 minutes) NEW CONTEST FOR 2019

- ✓ A key to the Copy Editing Contest will be included with your material. Part III is graded only to break ties.