### Table of Contents

**Introduction** ........................................................................................................... 3
- What is the topic of the bibliography? ................................................................. 3
- Who is the audience for the bibliography? ......................................................... 3
- What instructions are needed to read the bibliography? .............................. 3

**Search Strategy** .................................................................................................... 4

**Print Searches** ....................................................................................................... 4
- LCSH ...................................................................................................................... 4
- Browsing the Stacks .............................................................................................. 4
- Voyager .................................................................................................................. 5
- State of Hawaii Library System ......................................................................... 5

**Electronic Searches (Databases)** ........................................................................ 6
- Academic Search Premier .................................................................................. 6
- America: History and Life ................................................................................... 7
- The CQ Researcher .............................................................................................. 7
- Ingenta ................................................................................................................... 7

**JSTOR** .................................................................................................................... 8
- MarciveWeb Docs ................................................................................................ 8
- MasterFILE Premier ............................................................................................. 9
- Newspaper Source .............................................................................................. 9
- PAIS International ................................................................................................. 9
- Project Muse .......................................................................................................... 10
- Sociological Abstracts ......................................................................................... 10
- TOPICSearch ....................................................................................................... 11

**Electronic Searches (Online Sources)** ................................................................. 11
- Google.com ........................................................................................................... 11
- World Book Online ............................................................................................. 11

**Conclusion** ............................................................................................................. 13

**Appendix** ............................................................................................................... 14

1. **Subject Heading Ranking** ............................................................................... 14
- Voyager .................................................................................................................. 14
- State of Hawaii Library System (iPac) .............................................................. 14
- Academic Search Premier .................................................................................. 15
- America: History and Life ................................................................................... 15
- The CQ Researcher .............................................................................................. 15
- Ingenta ................................................................................................................... 15
- JSTOR .................................................................................................................... 15
- Marcive Web Docs ............................................................................................... 15
- MasterFILE Premier ............................................................................................. 16
- Newspaper Source .............................................................................................. 16
- PAIS International ................................................................................................. 16
- Project Muse .......................................................................................................... 16
- Sociological Abstracts ......................................................................................... 16
- Google.com ........................................................................................................... 16
II. Sample Annotation

Overview of Journalism Education (The Itinerary)  
Tools for Journalism Educators (Navigation)
Introduction

Journalism education is misunderstood. In the last three years of being a high school newspaper adviser, I’ve noticed that schools are content with awarding such a complex position to the next best thing – the English teacher. I think that it is an honor to be given the responsibility of teaching young adults about the role of the press in a democratic society. I believe that English teachers are suitable candidates because of their capacity to understand the writing process and conventions. However, there are intricate concepts beyond writing required to teach high school students to think like journalists. It is like saying that training a kitty cat is the same as taming a lion. They are both feline, but in the end they’re just different two animals.

Much like the World Book Encyclopedia, I feel that journalism is more than reporting and writing. It is “one of the most important professions. It informs citizens about events in their community, their nation, and the world.”

What is the topic of the bibliography?

After the “over thinking” associated with the topic, I decided to just focus on journalism education, specifically for the high school teacher embarking on this journey for the first time. Because the journey is a harrowing one, I looked for information that would be helpful in conceptualizing journalism itself and the tools that would enable an adviser to just get started.

Who is the audience for the bibliography?

The primary audience for this bibliography is journalism educators in the high school level. The level of experience for the journalism educators can range from novice to veteran considering that as educators, they seek information that will benefit themselves and their students all the time.

What instructions are needed to read the bibliography?

Entries are organized alphabetically in categories such as electronic and print searches. All controlled vocabulary will be capitalized. Natural language when appropriate will be in quotations. Boolean terms will be capitalized and bold. I used Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations to cite my sources.

Throughout this bibliography the following abbreviations will be used:

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</tr>
<tr>
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<tr>
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Search Strategy

My strategy, or plan of attack for this Bibliography Plan is what Dr. Nahl would classify as novice because of the emotions attached to each search. While I thought I was being scientific by using the same search term for each database or online source, I missed the point. It’s not about the search term being consistent, rather it’s about using the best language (CV, NL), best field (KW, SU, DE) and combination thereof to yield the most relevant search results. As a result of this new found empowerment, I decided to add further analysis using different language to fit each database and online source.

Print Searches

Looking for books about journalism and journalism education began with thinking that those words were natural language considering that those words are used often when talking about what I do as an adviser. However, I find that when my students refer to the class they are taking, they say “newswriting.” That’s their natural language regarding what I think of as journalism. Because this bibliography plan is geared towards journalism educators like myself, I first went to the Library of Congress Subject Headings (LCSH) – red books stacked at the back of Bilger 319.

LCSH

I found that the NL “journalism” is indexed in the same manner in LCSH:
- JOURNALISM
- JOURNALISM – Study and teaching
- JOURNALISM, EDUCATIONAL
- HIGH SCHOOL JOURNALISM
- MEDIA LITERACY

I didn’t look at print or newswriting. I should have, but I was just thrilled that I found exactly what it was that I was already thinking in my head. Much like searches elsewhere, when I find the answer I think I’m looking for, I stop looking. I didn’t think to look for either word, and how they would be indexed by the powers that be.

Browsing the Stacks

In addition to looking for CV in the LCSH books, I also decided (per the instructions) to use Balay’s Guide to Periodical Indexes. I found a range of titles and places to begin in regard to call numbers. Guides were under Z6951. Other books were found under PN4731.

I found that the Library of Congress Classification Outline from the Library of Congress website, that Class P are Language and Literature. My search went to the Subclass PN for Periodicals. I discovered that under PN 4699 – 5650 are
Journalism books. Within that classification is PN 4775-4784, which cover Technique (in journalism) and Practical Journalism. Under PN 4825-4830, there was something called Amateur Journalism.

**Voyager**

Before heading over to the icy stacks of Hamilton Library, I figured that searching Voyager might be a smart idea too. I used JOURNALISM in the KW field and found 2901 records. That search lead me to *Newspaper Journalism: A Practical Introduction* with the call number PN4775.P28 2005. I clicked on NEWSPAPERS as a subject heading and narrowed that search to 72 records. There I found LC Headings for NEWSPAPERS in EDUCATION, but when I clicked on those links, they were not appropriate for my topic search.

As for JOURNALISM under subject heading, that search resulted in 2276 records. The titles were similar to the KW search. I, then, searched for “JOURNALISM EDUCATION,” which yielded just 10 entries. The result provided a book by Candace Bowen and Susan H. Tantillo, both were instructors at an ASNE (American Society of Newspaper Editors) High School Journalism Institute held at Kent State University in Summer 2004. Their book provided the following LC Journalisim Study and Teaching (Secondary) United States, but the book by Bowen and Tantillo was the only one.

Because I found familiar and relevant titles in Voyager, I decided that I would roam serendipitously among the PNs of Hamilton Library. I discovered many fantastic and relevant books pertaining to the history of the press, the press and democracy, journalism ethics, and journalism teaching tools (how to write sports stories, etc.). Using some of the book titles as NL to use in my electronic searches would probably be a smart idea.

**State of Hawaii Library System**

Though I wasn’t going to go the State Libraries here on O’ahu, I thought it might be worthwhile to at least look at their catalog for books related to the topic of journalism education. In their *Horizon Information Portal*, I searched for JOURNALISM again as a KW and found 587 result, most of the results were journalism stories and not the teaching of, or the history of journalism.

I did a similar search with the same CV in the subject keyword field. I found 469 titles. When I plugged in HIGH SCHOOL JOURNALISM as my KW, I found only three items. One was a title by H. L. Hall, another instructor at the ASNE High School Journalism Institute. H.L. is another veteran journalism educator who’s published more than one book about journalism education. I looked his name up in the author field and found the same book listed. That was a bit disappointing. I guess that’s what academic libraries are for? Items related to more academic
subjects like teaching and journalism are less likely to appear in the public library domain.

**Electronic Searches (Databases)**

Dr. Nahl’s warning that my initial search was far too large led me to the following online databases accessed through the Electronic Resources accessible from the University of Hawaii at Manoa Library website.

**Academic Search Premier**

What I found, over and over, in my searches throughout the online databases were their capacity to “listen” to my commands. Even if I got about 11,000 results from my query (JOURNALISM), I found that nothing, at least in the first 20 results were relevant to me, and my topic search. However, when I added EDUCATION to my equation, I found that there were 700 results.

My most relevant search came under the guise of my HIGH SCHOOL JOURNALISM search. I found an article, “High School Journalism: Downsized into Oblivion,” which immediately caught my eye because of the title. I read it, lamented and moved on to the subject term provided in the record, JOURNALISM, High School. My developing librarian skills maneuvered me in to a search using those terms as descriptors, yielding 48 highly relevant articles such as “The Right to Make Waves: Free Press in the High Schools,” which considering when it was written still makes one wonder why the passion of the 70s disappeared. This search also made me realize that limiting my resources to the year 2000 and up would have silenced loud, booming voices about high school journalism. I’m glad that I kept the limits unlimited. I suppose if I were truly doing this search for another person, I’d want them to make the choice about limiting the date. For me, I was thinking of the currency of the information. But, tried and true strategies as well as philosophies about journalism should stay constant.

Although Academic Search Premier has relevant articles, just as long as I know where to look, there are some duds. For example, when I typed in MEDIA LITERACY, an article about how to use a motion picture like “Harry Potter and the Chamber of Secrets” to talk about magic, cinema and fiction popped up. This record made me smile because the concept of language became more apparent to me. Dr. Nahl talked about how we need to think about how to say the same thing in a different way. Well, movie, cinema, film are words I would think about in regard to “Harry Potter and the Chamber of Secrets” (film); I didn’t think of media in the realm of film.
America: History and Life

I think Dr. Nahl suggested this particular database because my intent was to search for media’s role in a democratic society. But, since my topic search changed, this bibliographic reference didn’t fit what I was looking for. Instead, it presented me with topics about recent works on Mormons and Mormonism. I think that would have been interesting to look at, but not for my purpose. Otherwise, with search terms such as JOURNALISM AND EDUCATION not yielding worthwhile results, I choose to move on.

The CQ Researcher

I was caught off guard with the different format presented by The CQ Researcher. I decided that the search type that I would prefer to use was a keyword search. I appreciated that the search results were presented in order of relevance. I also appreciated the presentation of key terms were color coded in purple. I could see right away after clicking onto an article whether my key word appeared only in the conclusion or throughout the article. Though the remainder of the search results weren’t that conclusive, I found an article that scored 100 in regard to relevancy. “Student Journalism” by Susan Philips also includes contacts relevant to journalism educators and a bibliography with authors who I recognize from the field of journalism education.

Another very useful portion of this database is its capacity to show a researcher how to site the article using APA, Bluebook, Chicago, or MLA Style. I am confused by how to do Internet citations still. So, I’ve been sticking to what’s been acceptable.

Ingenta

Its collection of academic and professional publications might make one think that this is the place to find great articles, books on journalism education. The articles are more global – covering the concept of journalism in a variety of countries such as Spain and India. Under “JOURNALISM EDUCATION” I found one of the 13 articles to be relevant for the topic, “Educating for Journalism: the Professionalism of Scholarship.”

Because I’m looking for a more localized (United States) listing of resources, I think I would pass up Ingenta as the database for my search. However, if I were doing research about methodology in other countries, I think I’d look here. For my purpose, it really doesn’t meet my expectations. If I were a reference librarian, I guess I would have to ask more specific questions rather than assume that my patron is looking for information pertaining only to the United States of America. I just have to start to think more globally.
I decided that while searching through JSTOR, I’d look only for full-text documents because if I shared my findings with other journalism educators, I would like them to have something useful in their hands, rather than the conceptualized version of what I read.

Most of my search strategies were fruitless. I tried searching for JOURNALISM as exact words with full text only and found 11803 results. I did the same for JOURNALISM EDUCATION, HIGH SCHOOL JOURNALISM and MEDIA LITERACY. I found articles with a variant of relevance, most just counting the number of times words appeared within the article. However, I tried JOURNALISM AND EDUCATION to look for “all of these words”. That result was not as narrow as JOURNALISM EDUCATION with 67 results; I got 5924. I was still not satisfied with the relevance of the article topics.

I tried another strategy because the words I used were CV. I tried JOURNALISM + TEACHING and got 3352. Better results, but I still thought that the kinds of articles such as “The School of Journalism of Columbia University” dated 1912 provides way too much breadth of time. There are other, more current, journal articles, but one of JSTOR’s goal is to build an archive of scholarly journals, so it is understandable why they may choose to include such dated pieces.

I think researchers would appreciate the authenticity of each piece. Their electronic versions of the articles appear as they would in their original state. For my purposes, however, I was not all too impressed with the range of articles about the topic of journalism education. Perhaps it was my poor sense of search logic that prevented a crop of valid sources.

When I browsed by discipline and looked under “Language & Literature,” I really didn’t find any sources for journalism.

MarciveWeb Docs is a catalog of U.S. Government Publications, it provides a gateway to ERIC documents. It also allows me to use the CV JOURNALISM, which led me to the DE JOURNALISM – Study and Teaching (secondary). MarciveWeb Docs includes government documents which allow the users to link to records in ERIC (Educational Resources Information Center), another government sponsored database. I found this particular feature quite convenient. I think having access to all government documents was a smart idea. One article that resulted from this database is “Journalism Student Performance in Language Arts” which validates the cause for journalism programs to thrive in our schools.
While MarciveWeb Docs has its perk in allowing users to move from one database to another government database, it has one unfriendly characteristic: under each title, there are codes which look alien. For example, under the student performance article’s title was “ED 1.310/2:4360.” The user would need to understand what the various codes mean in order to navigate through the sources effectively. Other than that, I think using KW to search in any portion of a document allows for a bigger results list.

**MasterFILE Premier**

I actually felt that MasterFILE Premier provided me with rich sources regarding journalism education. However, I found that looking for sources with just JOURNALISM as a keyword search does not cover the idea in depth.

What I did find were relevant results in the search using the LCSH terms JOURNALISM AND EDUCATION. This search strategy brought same/like subject headings JOURNALISM – Study and Teaching. It became apparent to me, that when doing a search regarding journalism education, I can stick to JOURNALISM AND EDUCATION as a search strategy because education does encompass “study and teaching.” Although if I were at the Reference Desk, I may use both strategies to insure coverage. Here, I felt that I could reduce redundancy.

An article found in the MasterFILE Premier search, “State of high school journalism: Poor” by Debra Gersh Hernandez confirmed, for me, the need for a better training program for journalism educators. While it might not make any journalism educator in Hawaii feel good to know that they are ill prepared for their gargantuan task, at least they won’t feel alone.

**Newspaper Source**

JOURNALISM and JOURNALISM EDUCATION in the default fields provided results associated with JOURNALISM in the professional realm. For the high school journalism educator, those search results would not be truly beneficial. When I searched instead for high school journalism, the search yielded only 15 articles. The articles, though they were more about high school and journalism, were not really helpful because they were about initiatives or news worthy events associated with high school journalism. They were still no articles, which would have been helpful for the journalism educator.

**PAIS International**

Though PAIS International is a portal to many public and social policy literature, it does not have quality articles for teaching journalism in the high school arena. Much like some of the other databases in the UH Library Electronic Resources, the indexed articles would have articles about the topic. However, the articles would not provide a good source for teaching the topic. For journalism educators looking
for tools to teach the trade, PAIS International, for all its worth, would not really be a beneficial database to begin with.

**Project Muse**³⁴

What I initially found interesting about this database is its access to scholarly journals published by universities like Indiana University. Because the journals are from educational institutions, I felt hopeful that the searches in this database would be somewhat relevant. Even after a search with JOURNALISM as a KW search, I already got articles related to journalism education without plugging in “education” as part of the search.

One particular article by Stephen D. Reese³⁵ raises questions about the quality of journalism education (in the college level). Reese’s article is an example of a the kind of discussion that is part of the journalism educator’s world. Though his was listed first as part of the results list, I found the remainder of the articles were not really answering the journalism educator’s key question: How do I begin to teach journalism to high school students?

After finding Reese’s article, I used the SU terms and used the combination: Journalism and Education – United States in All Fields. That search yielded 885 results. Some of my results cornered searches with just the word “education” somewhere in the article. There was definitely something wrong with how I was going about my searches. But, when I used quotation marks, I only got one result.

So, this database did not provide the kind of information I was looking for. Even by using search terms listed as part of what I thought was a relevant article, didn’t provide great articles for the journalism teacher.

However, one benefit of looking through this database is finding *Imagine*³⁶, a magazine devoted to exploring different educational opportunities in different academic fields. *Imagine* can be accessed through http://micro189.lib3.hawaii.edu/ezproxy/details.php?dbld=493. The John Hopkins University Press only published the magazine until 1999. It is a good source for general educators who are looking for focused coverage on a variety of careers.

**Sociological Abstracts**³⁷

Many articles in the Sociological Abstracts study the role of journalism in our society. The database provided relevant results regarding ethical/philosophical journalism. For journalism educators, some of the articles would be good resources to share with student journalists, especially articles that discuss the role journalism in other countries, or those, which cite journalism practices.

Though some of the articles are useful, most were not relevant. While conducting a search using JOURNALISM as a descriptor, I found many were foreign accounts
of journalism. Even after limiting the search to English only articles, some topics still covered journalism in other countries. Of course, I should have known that articles written in English still cover news from elsewhere.

**TOPICSearch**

TOPICSearch is similar to the MasterFILE Premier database in that it provides full text for a variety of sources, including newspapers and other types of periodicals from all over the country, as well as international sources. The articles presented in the searches don’t cover the “how” of journalism education, rather they cover the “why” of journalism education. Articles such as “Students Don’t Understand Democracy? Look to Journalism Education,” prompts the questions regarding the role of journalism education in relation to democracy. If a journalism educator needed evidence to show board members that a journalism course is essential to a democratic society, articles like this would be a good source. However, this database does not provide good sources regarding instruction.

**Electronic Searches (Online Sources)**

**Google.com**

Google.com gives the typical searcher a basic search page to begin with. However, there is a more advanced search feature, which allows the savvy searcher to find results “with all of the words,” with the exact phrase,” with at least one of the words,” or “without the words.” I looked at JOURNALISM, JOURNALISM EDUCATION, and HIGH SCHOOL JOURNALISM in the following fields: “with all of the words,” and/or “with the exact phrase” because natural language rules Google.com.

I wasn’t disappointed with Google.com. My searches lead me to familiar sites that I’ve used previously as a journalism adviser: ASNE.org, JEa.org, poynter.org, myhighschooljournalism.com. However, my search in Google.com also pointed to the Association for Education in Journalism and Mass Communication and Society of Professional Journalists websites.

**World Book Online**

What I valued most in this particular search was its comprehensive look at journalism. Using the search term JOURNALISM as a KW was a sufficient gateway for other resources related to the topic of journalism. Besides the main sections covering “Fields of Journalism,” “The Role of Journalism,” and “Careers in Journalism,” the link also provides related information and has “Books to Read” and “Websites.” Here, any journalism educator can get a range of topics related to his/her course. World Book is particularly helpful because it will also show articles related to journalism when the topic is first typed in. There is also a dictionary item, special reports, and “back in time” items. The “back in time” items are
articles written at a given point in history. The result is a kind of thinking and writing reflective of the time period.
Conclusion

Regardless of the headaches associated with being a journalism educator, I realize that I do respect this topic a great deal. I understand why Dr. Nahl said to like the topic we choose because this exercise does become quite involved. So, beyond teaching me more about who I should be as a journalism educator, this exercise taught me a thing or two about navigation through information, a related idea.

In pursuit of information, I already had an idea (based on prior LIS 601 exercises) that accurate use of language plays a big part in my success to access to information. In other words, though there is a wealth of articles, websites and books available to the general public, many don’t know how to arrive to the information they need to make good decisions as part of our global community. Laymen library users and information seekers don’t have the appropriate skill level to look for appropriate subject headings and descriptors to land just the right amount of information to progress. Most searchers will automatically use natural language. I’m certainly one of the sad many who fall into that category.

The topic of journalism education was tricky because I use the word journalism as part of my natural language and LCSH indexers use the same word as controlled vocabulary. I found that all of my searches were confined to using journalism education.

I learned that doing this exercise using a topic I liked was somewhat skewed. I was highly emotional throughout my search, disregarding quickly articles that did not meet my personal criteria for a good source. I’m not sure if doing a bibliography plan on a topic close to one’s heart exposes one to the daily grind of the librarian. I think that a majority of the topics we’ll encounter on the job will be topics that we’re truly not interested in, and can evoke a more objective response to searches.
Appendix

I. Subject Heading Ranking

Search commands are arranged according to most relevant to least relevant.

Codes:
HR = Highly Relevant (means that searches lead to the most promising and the most useful sources for journalism educators)
R = Relevant (means that searches lead to some sources, which could be useful in teaching journalism education)
NR = Not Relevant (means that the search lead to sources, which can’t be used in journalism courses at all, even it means that a thousand results were listed.)

KW = Keyword
SU/DE = Subject Heading/Descriptor

Controlled Vocabulary (CV) are all CAPITALIZED, but keep in mind that most of the are used as Natural Language unless otherwise noted.

The number results are also listed, but don’t really contribute to the relevancy of the search.

Voyager

HR (KW) HIGH SCHOOL JOURNALISM 12
HR (KW) JOURNALISM AND EDUCATION 153
HR (KW) JOURNALISM, educational 11
HR (SU) JOURNALISM AND EDUCATION with English limit 16
HR (SU) JOURNALISM STUDY and TEACHING (Secondary) United States 5
HR (SU) JOURNALISM 256
R (KW) JOURNALISM with UH Manoa and English limits 2026
R (KW) JOURNALISM 2901
R (SU) NEWSPAPERS 72
NR (KW) MEDIA LITERACY 82

State of Hawaii Library System (iPac)

HR (KW) HIGH SCHOOL JOURNALISM 3
R (SU) JOURNALISM, high school – United States 1
NR (KW) JOURNALISM 587
NR (SU) JOURNALISM 469
NR (SU) JOURNALISM AND EDUCATION 4
### Academic Search Premier

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II. Sample Annotation

Overview of Journalism Education (The Itinerary)


Comprehensive list of standards set for journalism educators provided by the Journalism Education Association and the Scholastic Journalism Division of the Association for Education in Journalism and Mass Communication. A key source for journalism educators seeking standards for themselves and their curriculum. Separates six standards to address knowledge based standards and performance-based standards.


Written in narrative style, writers provide quick, but key insight regarding the role of journalism in a democratic society. Utilizes bold text and checklist to quickly reference main ideas and points. Contains descriptions of “good” journalistic practices. A good book that provides an overview of journalism and its role in society.


A comprehensive overview of journalism written by a former journalism professor at Northwestern University. Discusses subtopics such as history of journalism, careers in journalism, and the role of journalism. Useful for journalism educators looking for a general article about the topic. Includes related topic links such as “Books to Read,” a bibliography related to journalism.


Offers thorough research regarding the recent downfall of the media and public opinion about the media. Utilizes high profile cases in recent
American history to illustrate disparity between coverage and public interest. Explores the complex relationship between traditional media and technology. Relevant only to journalism students exploring the changes in media in recent years.

Tools for Journalism Educators (Navigation)


Commentary on the misuse of metaphors by journalists. Provides a listing of instances when metaphors were misused. Not a good article for journalism educators seeking background information on good writing, rather a good source of “non-examples.” Amusing and quick read.


Written by a veteran journalist. Focuses on the process of journalistic writing. Each section provides a question and answer section for journalists in the field and an analysis of their work. Interviews with professionals provides insight regarding the process and how the process materializes in a workplace setting. Is organized to address each portion of the writing/interviewing process. Provides its own bibliography for recommended reading for budding journalists.
Endnotes


7 Libraries of the University of Hawaii System, Voyager [home page on-line]; available from; Internet; accessed 30 October 2005.


29 Jack Dvorak, “Journalism Student Performance in Language Arts,” *ERIC Digest D145* (November 1999); available from MarciveWeb DOCS Database Online.
36*Imagine*; (Baltimore, MD: John Hopkins University Press, 1999).
40Google.com