

JOURNALISTIC ROLE PERFORMANCE PROJECT

Codebook for the Analysis of Print, Online, Radio and Television News

INTRODUCTION

This codebook was designed to help you in the process of coding the content of news stories (i.e. the unit of analysis is the *news story*). Specifically, it will be used to quantitatively analyze the diversity of journalistic role performances adopted by different types of media outlets - television, radio, online and print - around the globe, as well as other specific variables of interest for this project.

A news story will be understood as a group of continuous verbal/textual and (if relevant) visual elements that refer to the same topic. The coding of the news stories selected for this project is divided into four sections:

1. General Information of the News Story

In the first section, basic information of each news story should be identified. Coding instructions for the first section of variables are found under "General Information of the News Story."

2. Story Characteristics

The second section analyzes the characteristics of the news story. Coding instructions for this section are mapped out under "Story Characteristics."

3. Sources

The third section of the codebook analyzes the sources present in the news story. Coding instructions for this section are found under "Sources."

4. Journalistic Role Performance

This section of the codebook analyzes the presence of different professional roles in the news. Coding instructions for this section are found under "Journalistic Role Performance."

Within each section, each variable is defined based on the conceptual framework used by this project. You should refer to these definitions and only these definitions when coding each news story. You may know of other definitions of some of the variables measured here, but they do not apply to this project.

Each news story should be coded based on the following instructions.

GENERAL INSTRUCTIONS

Your task here is to read/watch and/or listen to each news story, code each variable in numerical order, and enter the data in the corresponding SPSS template or web interface that will be provided. The data for each case (story) will be entered on a separate row in the template.

In each of the following sections you will find the list of variables and their definitions. You first need to familiarize yourself with each variable and its definition. Do this by reading the list of variables several times. If you feel there is something you do not understand, you should ask the Principal Investigator of your country for help.

Remember that there may be definitions with which you may not be very familiar, so it is important that you pay close attention and do not hesitate to ask for help if needed.

Along with the definitions, you will find specific instructions on how to code each variable as well as some examples. If no specific instructions are mentioned with a measured variable, follow these basic instructions:

1. Read/watch and/or listen to the full news story.
2. Read/watch and/or listen to the news story a second time. This time, pay attention to the absence/presence or intensity of the various attributes/characteristics. Please note: these characteristics may be found in words, sentences, images, sounds, etc. This is why you must fully understand and internalize the meaning of each variable in order to correctly code the absence/presence or intensity of the attributes/characteristics that are being measured.
3. As you determine the absence/presence or intensity of the measured variables, enter the correct option on the relevant row. Remember to begin a new row for each news story analyzed if using SPSS.
4. For each case (story), you are expected to enter a code for all the variables. Cells must not be left empty.

VARIABLES AND CODES

PART I. GENERAL INFORMATION OF THE NEWS STORY

V00 COUNTRY PASSWORD

Enter your country password.

All countries will receive their country password to validate each case entered in our content analysis interface.

V01 CODER ID

ID assigned to the person coding the content of the news story (in each country, IDs should run from 1 thru n).

V02 STORY ID

Story identification number (in each country, story ID should run from 1 thru n).

V03 COUNTRY

Country of origin. All the countries will receive codes from 1 thru n. For the web interface, choose your country from the drop down menu.

V04 MEDIUM

Type of media platform of the item.

1= Print

2= Television

3= Radio

4= Online

V05 OUTLET

Refers to the name of the media outlet in which the news story was produced.

All countries will receive a list of all media across all countries, running from 1 thru n. If using the interface, pick the outlet from the drop down menu.

- 1= (Local researchers define name of the media outlet)
- 2= (Local researchers define name of the media outlet)
- 3= (Local researchers define name of the media outlet)
- 4= (Local researchers define name of the media outlet)
- 5= (Local researchers define name of the media outlet)
- 6= (Local researchers define name of the media outlet)
- 7= (Local researchers define name of the media outlet)
- 8= (Local researchers define name of the media outlet)

V06 DATE

Refers to the news story date of publication (1-14).

- 1= Whatever the date of the 1st (of 14) day will be
- 2= Whatever the date of the 2nd (of 14) day will be
- .
- 14= Whatever the date of the 14th (last) day will be

V07 STORY TYPE

Type of news story.

1= Brief. A short story providing information of contingent events. In the case of newspapers and online it has up to three paragraphs. In the case of television and radio, these are news stories generally (but not always) read by the anchor, usually as part of a block of several briefs, limited to 20 seconds.

2= Article. This is the most frequent type of story that reports on what happened (who, how, when and where). It also usually includes sources. In the case of newspapers and online it contains more than three paragraphs, and may include subheads and photos. In the case of television and radio these news stories tend to last more than 20 seconds.

3= Reportage. A news story that is usually longer in length than a regular article. This type of news story includes reporting of facts, but also includes in-depth analysis of recent events that have already been covered by the media and did not necessarily happen the day before the news story is published. Reportage usually includes several sources, as well as contextual information, which are considered part of the report.

4 = Interview. In this type of news-story format, the journalist asks questions to elicit facts or statements from interviewee(s) who answers those questions. Interviews can have a clear Q&A format, or be embedded as part of a regular article or reportage.

V08 STORY FORMAT *(only for television and radio)*

For Television

1 = Anchor story. *The anchor reading a news story with or without images shown in the background; the anchor reading a story while images are shown and the story includes a*

soundbite/recorded portion of a source talking; *or the anchor reading a story when a camera jumps to a clip/soundbite that does not include video.*

2 = Standup. A reporter narrates a story, sometimes from the scene of an event, with no soundbites or other edited video integrated into it. The story may or may not include a period of Q&A between the anchor and reporter.

3 = Package. A package is a story by a reporter, usually introduced by an anchor that combines the reporter's narration with soundbites and other video. The story may or may not include a standup by the reporter, and may or may not include a period of question and answer between an anchor and reporter.

99= Does not apply.

For Radio

1 = Anchor story. (The anchor narrates the news story).

2 = Reader (A reporter narrates the story, sometimes from the scene of an event, but without a soundbite. An anchor usually introduces the story. The story may or may not include a period of Q&A between an anchor and reporter).

3 = Package. (A reporter narrates the story, sometimes from the scene of an event, with a soundbite. An anchor usually introduces the story. The story may or may not include a period of Q&A between an anchor and reporter).

99= Does not apply

V09 PLACEMENT

This refers to the news story placement.

1= The story is not the top story

2= The story is the top story

In print and online, this is the lead story at the top of the front page with the largest font (if ACROSS the page there is more than one story, with the same font size of the headline, they ALL can be TOP stories, that is, there can be more than one top story. If the items differ in font size, then the larger one would be considered as the top story). In television and radio, it is the first story of the newscast (many newscasts begin with a rundown of top stories, so the top news story is the one that follows the rundown).

PART II. STORY CHARACTERISTICS

V10 STORY TOPIC

Three main topics of the story. You should read/watch/listen to the news story from start to finish, paying special attention to the story's central themes. The main topics often appear in the headline/caption of the story and tend to take up the most space/time. However, you must base your coding on the entire story, as some elements do not appear at the outset. You should indicate **up to** three main topics in the story according to the following list of categories. Sometimes there will be only one topic in which case you must code only for Topic1. However, if there are two or three topics then you will also code Topic2 and Topic3, respectively. In fact, you should be encouraged to code 2 or 3 topics rather than trying to code only one. And if there is more than one topic, the order in which you code them is not important; although if one topic seems to be more dominant it should be coded as Topic1.

Add 99 (does not apply) when a space is empty.

Topic1=

Topic2=

Topic3=

1= Government/Legislatures.

The story deals with formal and institutionalized power, including legislation, declarations by heads of state, ministers, MPs, civil servants, local government employees, etc. International relations, State visits, activities and/or declarations from members of parliament, and judicial power (institutional or employee activities and/or declarations) are also included.

Example:

"Senate voted in favor of death penalty."

2= Campaigns/Elections/Politics.

Stories about elections/campaigns for government at local, state and national levels, and stories focused primarily on the actions of political parties in general (regardless a context of political campaign).

Examples:

"Exit polls 2012: How the U.S. vote has shifted."

"Liberal HQ warns against hubris as Labor wipeout is not assured."

3= Police and Crime.

Stories about violent crime (including terrorism), white-collar crime, corruption, statistical data on crime, public safety and prisons.

Examples:

"Police arrested five of the suspects in Rome."

"Man dies after police-involved shooting in Madrid."

4= Court.

Stories about the inner workings of the court system, such as the appointment of judges, specific criminal or civil trials, as well as stories about injunctions and the workings of the court/legal system (at all levels).

Examples:

"Supreme Court challenges gay marriage in Brazil."

"Nebraska attorney general seeks to revoke license of only nurse at abortion clinic."

5= Defense/Military/National Security.

Information related to military/armed forces policies and actions, as well as national/international defense, considering protective actions, exterior threats and wars.

Examples:

"Minimal negative impact: Hamid Karzai's view of our Afghanistan role."

"Defense weighs suitability of Triton US drone program for maritime."

6= Economy and Business.

All non-legislative activities related to businesses, such as business and personal finance. Microeconomics (prices of goods and services, salaries, benefits and incomes, among others) and macroeconomics (total national production, sectorial production, employment and unemployment, balance of payments, inflation, etc.) are included within this topic.

Examples:

"Push on corporate tax rules goes global."

"Tata Steel reports loss in its fourth quarter on Europe weakness."

7= Education.

Refers to ALL primary, secondary and post-secondary education, whether public or private. It refers to information about education management and education practices as well as processes and instruments of measuring, results, curriculum, etc. It also includes extracurricular activities (debate, drama, service clubs, etc.) that are explicitly connected with schools.

Examples:

"Jagadguru Kripalu Parishat Education gets Rajiv Gandhi Global Excellence Award."

"Montgomery middle school students see their films on the big screen."

8= Environment, Sustainability, Climate and Weather.

Refers to all ecological or human-environment topics, such as the care and conservation of the environment and their agents (i.e. plants, minerals and animals), and the risks and problems that they face (global warming, pollution of all types, etc.).

Examples:

"Gujarat-based unit to work for environment conservation."

"Kosovo brown bears Ari and Arina released into sanctuary after a decade held captive in a cage."

9= Energy and Resource Development.

It considers matters related to the impact of energy sources and their mechanisms of exploitation and distribution (renewable, non-renewable clean and polluting energy sources, such as fuel, electricity, geothermal heat, etc.).

Example:

"A new study shows solar batteries have become 300 percent more efficient in the last five years."

10= Transportation.

Information related to mechanisms, management, operation and impact of all means of transportation (air, sea, land, public and private).

Examples:

"Beltway drivers' passing trick turns ramps into high-speed slalom."

"MARC trains will begin running on weekends."

11= Housing, Infrastructure and Public Works.

Information on state policy, planning and construction of housing and infrastructure, including roads, highways, bridges, tunnels, trains, airports, irrigation reservoirs, river defenses, rain water collectors, telecommunications, neighborhood land integration, etc.

Example:

"Airports in China Hew to an Unswerving Flight Path."

12= Accidents and Natural Disasters.

Information on accidents provoked by man (air, sea, land or rail accidents, explosions, fires, etc.), as well as natural disasters such as earthquakes, tsunamis, mudslides, river overflows, and storms, among others.

Examples:

"Earthquake with a magnitude of 7.3 strikes Japan in same region devastated by earthquake and tsunami in 2011."

"Car chased by Prince George's police hits school bus in D.C."

13= Health.

Refers to stories on the health care system, public health, and diseases/prevention. Health care system relates to stories that are focused on the integrity of the health care system in general, such as insurance, medical training, medical care in general, etc. It also deals with stories of pandemics, epidemics, etc., that focus on the impact of health conditions on groups of people.

Examples:

"Corporate clinics on notice for profit fix."

"Shake-up looms for doctors in the bush."

"Hospitals treat more than 200, including dozens of children, after tornado hits Oklahoma."

14= Religion and Churches.

Information related to the spiritual development of individuals and the general population, considering the activities of institutions that administer faith (churches, for example), as well as debates on society's beliefs, values, morality.

Example:

"Cardinals pick Bergoglio, who will be Pope Francis."

15= Labor and Employment.

Issues of employment, including labor unions, labor-management negotiations, the labor pool, working conditions, wages, worker safety and protection, workforce development, employee benefits, labor standards, parental leave and child care, migrant and seasonal workers, etc.

Example:

"The labor force in China has grown by 3 percent a year in each of the last ten years."

16= Demonstrations and Protests.

Situations, facts and actions depicting social conflict between two or more actors in society, for different reasons. It considers matters associated to demonstrations, marches, protests, strikes, occupations and other forms of demonstrating social disputes, independent of the matter at hand.

Example:

"Chile student protest resumes as 100,000 people march."

17= Social Issues.

Matters of class and inequality, human rights, poverty, development, migration, immigration refugees, racial and ethnic tensions, gender and sexual orientation issues, among others, all of them addressed from a macro perspective rather than just one specific case.

Examples:

"Poverty is growing twice as fast in the suburbs as in cities."

"Life in the UAE: 'We expect anything from the authorities - we are afraid of everything'. Two of the 94 people on trial in the UAE talk to Amnesty International about the state of freedom of expression in the country."

18= Media and Communication.

News about communication outlets or tools that are used to store and deliver information or data. It is either associated with communication media, or specialized communication businesses such as print media, photography, advertising, cinema, broadcasting, and/or publishing. The focus is on media companies and tools/technologies. It also includes regulation and censorship.

Example:

"NBC-Universal is in negotiations to syndicate Univision's ¡Despierta América! in parts of Latin America."

19= Sports.

Activities that are clearly sports related, including actual coverage of games and competition at any level and in all fields (football, soccer, tennis, etc.), reporting of results, records and awards, training and adherence to rules. It also refers to news about sports-related celebrities, if the focus is on the practice of any sports activity.

Examples:

"Arturo Vidal arrived in Spain this morning to take part in the team's warm-up before the Champion Leagues."

"That's how the president of the national professional football association justified the million dollars received by Dapisa, within the context of the scandal that broke out inside FIFA for paying bribes."

20= Science and Technology.

Developments and/or discoveries in all fields of science, as well as studies and technological developments. It includes activities in the world of science (shows, contests, etc.), product launches, inventions, etc.

Examples:

“Virologists discover the “Achilles’ heel” of Ebola.”

“The latest version of the Samsung Galaxy cell phone with 9.1 hardware acceleration has arrived in Poland.”

21= Lifestyle.

Various aspects of lifestyle-related issues, such as leisure, social events, travel, fashion, beauty, wellness, home and garden, love and sex, diet and cuisine.

Example:

“The new trend of two-piece wedding dresses sees women eschewing the princess look.”

22= Culture.

Events and activities related to the arts (literature, film, theater, dance, classical and folklore music, etc.); policy concerning cultural institutions (e.g., museums); and historical and current single/collective reviews/critiques (academic and non-academic) of the arts and artistic events.

Examples:

“The first edition of this culinary encounter in this country comes to us from Paris’s top ten restaurants.”

“A concert paying tribute to Mozart will be held at UCSD, San Diego.”

23= Entertainment and Celebrities.

Stories referring to activities involving celebrities from the world of entertainment and/or show business and sports, as well as the coverage of massive/popular events such as shows, festivals, activities of television celebrities, famous couples, gossip, etc.

Example:

“Lady Gaga concert fills the London Arena.”

24= Others.

Stories that do not clearly fit in any of the previous categories.

V11 GEOGRAPHIC FRAME

This variable concerns the location where the news story takes place.

1 = Domestic (the news story occurs in the country without foreign participation)

2 = Domestic/Foreign Participation (the news story occurs in the country but specific reference is made, at least, to some other country, through actors or sources)

3 = Foreign/Domestic Participation (the news story occurs in another country but specific reference is made to the country where the news was published, through actors or sources)

4 = Foreign (the news story occurs in another country without reference to the country where the news was published)

99= It is not clear/Can't Tell

PART III. SOURCES

In order for someone to be coded as a source, it is necessary that sentences, phrases, facts or quotes be attributed to them.

V12 SOURCE TYPE

This is about the source's role(s) within the news story. You should code the absence or presence of each type of source. Note that an individual or organization may have more than one role; however, the role should be coded within the context of the specific news story.

V12a State or Political Party Source

This refers to people who work administering the national, regional/provincial or municipal government, as well as political transnational organizations. This category contains a wide array of government divisions and employees, including bureaucrats, administrators, representatives, executives, etc., who participate in governmental activities. It also refers to political associations or members of these associations.

0=No

1=Yes

V12b Business or Company Source

This refers to actors from the commercial sector as well as trade groups. It includes representatives from associations from the corporate sector, companies (public or private) and specific businessmen, or their employees, who are consulted either because of their relevance and specific weight, or as a testimony.

0=No

1=Yes

V12c Police and Security Source

This refers to sources serving in law enforcement and homeland security agencies. The sources include, but are not limited to, police officers, investigators, sheriffs, patrol inspectors, employees of immigration and customs enforcement agencies, as well as international law enforcement agencies such as Interpol.

0=No

1=Yes

V12d Legal and Court Source

This category includes different types of judiciary personnel, such as judges, magistrates, adjudicators, as well as public legal professionals, prosecutors, state lawyers, ombudsmen, public notaries, legal aid officers, and other court-related officials. This category also includes private legal professionals, such as lawyers. A reference to a

lawyer should not automatically be coded in this category. The source must speak in their capacity as a representative of a specific person or institution.

0=No

1=Yes

V12e Military or Defense Source

This category refers to the military and defense services, such as the army, marines, navy, air forces, national and coast guards, intelligence services, as well as to spokespersons for such services.

0=No

1=Yes

V12f Health Source

It refers to different types of health care organizations and their personnel, including, but not limited to, public or private health care professionals of different specializations.

0=No

1=Yes

V12g Educational Source

This category refers to educational organizations at different levels and their personnel, including, but not limited to, public or private teachers, faculty members, professors, educational managers, scientists, and researchers from different areas of expertise.

0=No

1=Yes

V12h Civil Society Source

It refers to members of an organized civil society, such as an NGO, union, or similar social organization, other than the state and business world. The source must speak in their capacity as a representative of their institution or group.

Please note that *this type of source* can be perceived and interpreted differently in various cultures. You should use it as it would be considered in your culture.

0=No

1=Yes

V12i Religion/Church

It refers to members and/or leaders of institutions that administer faith (the Catholic Church, for example), as well as organizations and spokespersons involved in debating on society's beliefs, values, and morality (e.g., the Masons).

0=No

1=Yes

V12j Citizen Source

This includes people as individual sources of information, and not in representation of anyone, as in the previous categories. This category contains regular citizens. These sources are defined as those who are speaking for themselves. This might also include citizen bloggers and regular YouTubers.

0=No

1=Yes

V12k Media Source

This refers to communication media outlets or to members that speak in representation of them, or professional journalists, other than the author of the news story.

If a politician, a sports figure, a citizen, celebrity and the like use social media to communicate with their audience and the news story quotes that post, it **SHOULD NOT** be considered as a media source.

Instead, if the news story quotes the post of another media outlet, or another professional journalist, it should be considered as a **YES**.

0=No

1=Yes

V12l Sports Source

This category refers to sources related to sports, including individual athletes, coaches, representatives of sports teams and other sports organizations, as well as spokespersons representing such entities. This category does not include fans or team supporters, who should be coded as a citizen source (see instructions above).

0=No

1=Yes

V12m Performer, Artist or Celebrity Source

This refers to sources from the broad area of the entertainment field. It includes a wide array of organizations and actors working in the areas of music, theater, film, photography, literature, painting, museums, fashion, design, and television shows. This category also includes celebrities as sources.

Professional bloggers, and famous influencers and YouTubers should be also considered here.

0=No

1=Yes

V12n Anonymous Source

This refers to unidentified sources, sources whose identity (name) or position within the respective organization is not mentioned, and sources who are explicitly referred to as anonymous.

0=No

1=Yes

V12o Other Sources

This includes sources that cannot be assigned to any of the categories listed above.

0=No

1=Yes

V13 NUMBER OF SOURCES

This refers to the total number of sources quoted in the story. If an organization or a person is quoted, count it as one. If the same source is quoted two times, it is considered as one source. You should code the total number of sources.

V14 DIVERSITY OF TYPES OF SOURCES

Does the news story present diverse sources relative to a story topic (e.g., two different types of sources would be a politician and an educator discussing education funding)?

0 = Absence of sources (*The news story does not include sources*)

1 = Unilateral coverage (*All the sources in the story are of the same type*)

2 = Multiple source types (*The sources in the story are of different types*)

V15 DIVERSITY OF POINTS OF VIEW

Does the news present a diversity of sources' points of view about a particular issue?

0 = Absence of sources' points of view (*The story does not include sources*)

1 = Unilateral coverage (*The article includes only one source's point of view, or it includes only congruent/consistent points of view*).

2 = Multiple sources and points of view (*The sources in the story present different points of view*)

V16 EXPERT SOURCE USE

Does the news story include an expert source? This refers to informative sources that are consulted as specialists in their specific area. Depending on the topic of the news story, then, expert sources will be different.

0=No

1=Yes

V17 WITNESS SOURCE

Does the news story include witnesses? The eyewitnesses' declarations are generally identified through direct or indirect quotes. The news mentions a witness - different from the journalist - to describe or to better explain an event. It is important that the witness has been present when the event/issue happened.

0= No

1= Yes

PART IV. JOURNALISTIC ROLE PERFORMANCE

This section provides instructions for coding indicators associated with the performance of different journalistic roles. Six professional roles are measured by this project: the watchdog, loyal-facilitator, service, civic, infotainment and, interventionist.

Next, the performance of each of these roles in the news will be described in detail so you will be able to understand the content that we are looking for. In each case, the presence or absence of different indicators on reporting styles and narrative schemes in the news story will be measured.

As coder, you need to be clear that the different roles are not mutually exclusive, and that a news story may present attributes/characteristics of multiple roles at the same time; that is, professional roles can overlap in practice.

In order to analyze the presence or absence of different indicators that encompass the six journalistic roles, coders need to pay attention to the following

aspects when doing the analysis, depending on the type of media outlet they are analyzing.

PRINT (text and/or image)

- Text: look at captions, phrases, paragraphs, etc.
- Static images: pictures, drawings, graphics or infographics.

RADIO (text and sound)

- Regarding verbal elements, see same categories used for text in print press.

- Sound:

- a. Music: used to create stylistic elements for a text or image.
- b. Voice intonation and tone: used to signal emotions, moods, or state of mind, including evaluation.
- c. Natural sounds and sound effects: used to convey information, setting mood and/or any particular atmosphere. In case of sound effects, used to create stylistic elements for texts or images.

TELEVISION (text - written or spoken- static image, motion picture and sound)

- Regarding text (including character generator and verbal text), use same categories used in print press.
- Regarding static images, use same categories used in print press.
- Regarding sound, use same categories used in radio.
- Non-verbal expressions: body and facial expressions and gestures used to signal emotions, moods, or state of mind, including evaluation.
- Video maneuvers:
 - a. Motion elements (pan, tilt, zoom, slow motion, close-ups, POV, hidden camera and so on, used in ways specified in subsequent instructions).
 - b. Lighting (darkness, shadow, etc., used to signal emotions, and to create stylistic elements for texts or images, such as mood, character and so on).
 - c. Editing (fast cutting, music and text, repetition of images, contradictory images, dissolve, freeze effect, slide and peel effect, bounce effect, fly effect, wipe movement, flash, disorder of images, used in ways specified in subsequent instructions).

For radio and television, if a reporter and anchor appear together in an individual story their performances will not be coded separately; their combined performance is evaluated in the coding of the story.

ONLINE (text- written or spoken- image and/or sound)

- Regarding text and static pictures, see same categories used in print press.
- Regarding non-verbal expressions and video maneuvers, see same categories used in television.
- Regarding audio, see same categories used in radio.
- Links will be considered for some indicators, see instructions for each indicator.

V18 INTERVENTIONIST ROLE

The interventionist role refers to a kind of journalism where the journalist has an explicit voice in the story, and sometimes acts as advocate for individuals or groups in

society. In this sense, a greater level of participation by the journalist implies higher levels of interventionism, and vice versa.

V18a Journalist's Point of View

Using text, images and/or sound, does the journalist/author **explicitly provide his/her point of view or judgment** as an expression of approval or disapproval, indicating what side (s)he is on, or what her/his position is?

Journalist's point of view IS NOT limited to political conflicts; rather it can include taking a side in other types of topics or taking a specific side related to any event. Journalists may also position themselves as advocates or defenders of a group with defined interests. In the case of text, journalists explicitly state their point of view. In the case of images, journalists use gestures or emoticons to indicate their opinion. In the case of sound, journalists include sound effects to indicate their opinion.

Textual example:

"The Guantanamo Bay prison is a deeply un-American disgrace. It needs to be closed rapidly."

Image example:

The journalist uses a gesture or emoticon of a thumbsdown or applause following a source's stated opinion.

Sound example:

The journalist uses a ringer sound (like for a right answer on a game show) following a source's stated opinion.

The journalist's use of music or vocal intonation is not sufficiently explicit to indicate the journalist's point of view.

0= No

1= Yes

V18b Interpretation

Within the story, does the journalist/author **explain the causes, meanings and/or possible consequences of certain facts/actions**? Performing an interpretative reporting style can be understood as something opposed to a descriptive, fact-based style. Nevertheless, interpretation is not the same as a point of view or opinion, since it deals with the explanation of a fact, without necessarily making a value judgment.

Interpretation is by nature a discursive activity and hence can only be manifest in text – written or spoken. Images and sounds can illustrate the journalist's textual interpretation, but they cannot amount to interpretation without the text.

0= No

1= Yes

Example:

"The announcement could have two effects: First, the government could rid itself of a historically complex negotiation, focusing it on the parliament. However, it could also tear

apart the party strategy to close transition, which intended to negotiate a complete package directly with the Presidency, including reforms and human rights topics."

V18c Call for Action

Does the journalist/author of the news story **propose or demand changes** as to how a determined action - in any situation and level of life - is being carried out by a group or individual? Basically, is the journalist proposing a way of reacting to a situation or calling for a resolution of a conflict? Is the journalist **calling the audience to action, proposing to behave in a certain way?**

Making a proposal or demand is by nature a discursive activity and hence can only be manifest in text (written or spoken).

0= No

1= Yes

Example:

"The inhabitants of the city waiting for someone to take responsibility for having built their houses in a landfill. It's time that someone responds."

V18d Qualifying Adjectives

Does the journalist/author **use qualifying adjectives?** (Adjectives used by sources do not count here).

A qualifying adjective is a word – or in some cases a gesture or image – that ascribes to a noun the value of an attribute of that noun (e.g, an intelligent woman or a crazy man). Adjectives are mainly a textual feature, but images, such as gestures or emoticons, might be relevant here.

0= No

1= Yes

Textual examples:

"A heated discussion took place yesterday at the meeting of the Christian Democratic Representatives."

"...dozens of people, for the most part women of humble aspect"

Image examples:

The journalist spins his fingers by his head to indicate the person being talked about is crazy.

The author puts an emoticon of a light bulb before a woman's name to describe her as intelligent or creative.



V18e First Person

Does the journalist **use first person within the story** (I, we, me, my, our), use a point-of-view (POV) camera shot to indicate they are a character in the action of the story, or are actively *on scene* (for the case of television)? The use of first person could include being a witness of a story, appropriating an action, or giving an opinion.

0 = No

1 = Yes

Textual example:

"Many of us are understandably afraid of the way our food is produced, but exaggeration doesn't make our case stronger."

Image example:

The image is a POV shot from the journalist wearing a hidden camera. We see the POV shot of the journalist entering an apartment with police on a drug raid.

V19 WATCHDOG ROLE

The watchdog role seeks to protect the public interest and to hold various elites in power accountable, serving as a 'fourth estate.' Journalism performance closer to the watchdog role entails being a custodian of conscience, making visible facts hidden by those in power.

What defines the watchdog role is not the journalist's political/ideological stance, but rather the function of questioning, criticising or denouncing institutions and individuals that form part of different elites with the objective of maximizing governmental or other institutional transparency and efficiency.

- Political elites include those who have formal and institutional power through different powers of the State, the government, and those who control the political parties and coalitions. They also include transnational organizations whose decisions and actions influence various countries such as the EU and the UN.
- Economic elites refer to individuals who control the main economic activities, including representatives of business guilds and large companies and corporations, as well as domestic and transnational, whose decisions and actions affect various countries such as members of the IMF.
- Organized civil society elites include NGOs, unions, and other organizations not associated with the State or the business world.
- Church/Religion includes organizations that administer different faiths, as well as institutions that debate society's values and morality (e.g., Masons).
- The cultural elite includes celebrities in various industries: television, film, music, theater, photography, literature, painting, museums, fashion, design, and sports.

Since both traditional and social media have started to use strategies linked to the watchdog role to monitor ordinary people, they will also be coded for the following variables, in order to control for the performance of pseudo-watchdog journalism.

Ordinary people are those who are speaking for themselves, and not in representation of anyone else, as in the previous categories.

V19a Information on Judicial or Administrative Processes

Does the story include information on **judicial/administrative processes against political, economic and/or cultural elites, or ordinary people?**

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

- 3 = Yes, Civil society
- 4= Yes, Church/Religion
- 5= Yes, Cultural elite
- 6= Yes, Ordinary people
- 7= Yes, more than one of these groups

Examples:

“The Supreme Court confirmed the sentence for tax fraud and swindle against three civil servants of the Ministry of Health. The ruling affects...”

“Couple goes to court today for murder of a 5-year-old child.”

“Stephen Joseph of San Francisco has sued Kraft foods for putting trans-fat in the company’s Oreo cookies. Joseph is asking for an injunction to order Kraft to stop selling Oreos to children.”

V19b Doubting: Journalist’s Evaluation

By means of statements or expressions including questions or comments, contradictory images or gestures (sarcasm, irony, jokes, repetition of questions, confronting the person with quotes from other people that put them in conflict, among others), does the journalist **EXPRESS DOUBT ABOUT THE VALIDITY OR TRUTHFULNESS OF WHAT INDIVIDUALS OR GROUPS IN POWER, OR ORDINARY PEOPLE SAY OR DO?** Voice intonation such as pitch, rate, volume, silence, and inflection can supplement the journalist’s evaluation. It is always about to whom the doubt is directed.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, Ordinary people

7= Yes, more than one of these groups

Textual examples:

“The Minister of Education has insisted that he did not profit from his involvement in the University of Phoenix... According to his statements, prior to taking office on March 11th, 2010, he divested his shareholdings in the three commercial partnerships, which linked him to the private university. However, it is suspicious, to say the least, that up till today, he has not rendered account of his involvement in the aforementioned societies.”

“The real estate broker insists he is innocent. However, since the beginning of the trial, testimonies against him have nothing but piled up.”

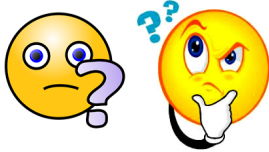
Image examples:

While the source is stating an idea or position, the journalist includes images that seem to contradict what is being said.

The journalist squints and shakes her head as, or after, a powerful source states an idea or position.

The journalist denounces examples – through images and text (voice) - of bad service or deception by ordinary individuals, which are damaging to or harming people’s lives regarding an issue.

The journalist includes an emoticon that denotes doubt such as:



Sound example:

The journalist intones incredulity after a powerful source states an idea or position.

V19c Doubting: Other

By means of statements or expression - intonation of questions or comments, or gestures - does the news story include **doubt by someone other than the journalist about the VALIDITY OR TRUTHFULNESS OF WHAT INDIVIDUALS OR GROUPS IN POWER, OR ORDINARY PEOPLE SAY OR DO?** It is always about to whom the doubt is directed. Voice intonation such as pitch, rate, volume and inflection can supplement the source’s interpretation.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, Ordinary people

7= Yes, more than one of these groups

Textual example:

“(these) members of parliament agree that the police should make the number of complaints about the institution transparent, in regards to both wiretapping members of the government as well as in terms of procedural errors or abuse of power. They pointed out that all questioning affecting the institution should be resolved swiftly.”

Image examples:

A source squints and shakes her head as, or after, a powerful source states an idea or position.

A source includes an emoticon or uses gestures that denote doubt such as:



Sound example:

A source intones incredulity after a powerful source states an idea or position.

V19d Criticism: Journalist’s Evaluation

Does the news story include any assertion or reference from the journalist, in which (s)he **JUDGES, OR CONDEMNS** WHAT INDIVIDUALS OR GROUPS IN POWER, OR ORDINARY PEOPLE SAY OR DO? Generally, the criticism contains an adverb or an adjective. It can also be found in emoticons, sounds and gestures made by the journalist. It is always about to whom the criticism is directed. *The journalist's use of vocal intonation only, is not sufficiently explicit to indicate the journalist's criticism.*

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, Ordinary people

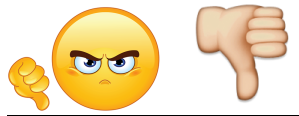
7= Yes, more than one of these groups

Textual example:

"The shameful behavior of the Church in regards to the cases of pedophilia has affected the credibility of the Christian faith among people."

Image example:

The journalist uses a gesture or emoticon, such as a thumbsdown, to express an evaluation of a powerful source's statement or behavior.



Sound example:

The journalist uses a buzzer sound (like for a wrong answer on a game show) following a source's stated opinion.

V19e Criticism: Other

Does the news story include any assertion or reference from someone other than the journalist, in which (s)he **JUDGES, OR CONDEMNS** WHAT INDIVIDUALS OR GROUPS IN POWER, OR ORDINARY PEOPLE SAY OR DO? Generally, the criticism contains an adverb or an adjective. It can also be found in gestures. It is always about to whom the criticism is directed. *The source's sole use of vocal intonation is not sufficiently explicit to indicate the source's criticism.*

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, Ordinary people

7= Yes, more than one of these groups

Textual example:

...Andrea Tantaros commented, "It's the Chicago way. [Obama] said he would change D.C. and the way they do business. Boy, has he ever."

Image example:

A source uses a gesture, such as a thumbsdown, to express an evaluation of a source's statement or behavior.

V19f Uncovering: Journalist's Evaluation

Does the news story include an assertion or reference from the journalist, in which s(he) **accuses or makes evident something hidden**, not only illegal, but also irregular or inconvenient concerning individuals or groups of power? This may include, for example, cases of poor administration, corruption, abuses, scandals, fraud, harassment, political blocking to legal initiatives, or misinformation, among others.

Here, we will also control ordinary people, with journalists uncovering the bad behavior of ordinary people at different levels.

It is always about to whom the denouncement is directed. Images, such as hidden cameras, can supplement the journalist's denouncement.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, Ordinary people

7= Yes, more than one of these groups

Textual example:

"An investigation carried out by this newspaper revealed the mismanagement of public funds in school subsidies..."

Image example:

A hidden camera shows a member of parliament taking a bribe, as a supplement of the denouncement of the journalist.

V19g Uncovering: Other

Does the news story include **quotes and/or testimonies from people other than the journalist that account for, accuse or make evident something hidden, not only illegal, but also irregular or inconvenient**, concerning individuals or groups of power? This may include, for example, cases of poor administration, corruption, abuses, scandals, fraud, harassment, political blocking to legal initiatives, or misinformation, among others?

Here, we will also control ordinary people, with sources uncovering the bad behavior of ordinary people at different levels.

It is always about to whom the denouncement is directed.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

- 4= Yes, Church/Religion
- 5= Yes, Cultural elite
- 6= Yes, Ordinary people
- 7= Yes, more than one of these groups

Textual example:

“The list of Berlusconi's convictions is long: bribing officials, tax fraud, illegal financing of political parties. But the divorced Italian leader has managed again and again to dodge the justice system's axe.”

Image example:

Someone posts a video where a police officer is beating a citizen, as a supplement of his/her denouncement, and the journalist includes it in his/her report.

V19h External Investigation

Is the news story based on investigations that were not carried out by the journalist - such as police, judicial, administrative, specialized/academic research, among others - but that he/she covers extensively?

0= No

1= Yes, external investigation against individual or groups in power

2= Yes, external investigation against ordinary people

Example:

“A Human Rights Watch investigation determined the systematic violation of human rights against the indigenous peoples of Bolivia.”

V19i Investigative Reporting

Does the journalist report on abuse of power or wrongdoing, etc., based on **his/her extensive inquiry and research** (i.e. independent review of legal documents, public records, or direct observation), beyond reliance on leaks and secondary sources of information? It is the journalist who conducts the investigation.

0= No

1= Yes, investigative reporting on individual or groups in power

2= Yes, investigative reporting on ordinary people

Examples:

“A month after the break of one of the biggest financial scandals in the country, we (the newspaper) provide a map to navigate a detailed time sequence where the successive flow of names, partnerships, the purchase and sale of shares, relationships and apparent coincidences give shape to this gigantic fraud.”

“We discovered a network of companies with accounts in the Bahamas, with \$8.8 million in commissions, intended to favor them in the tender process.”

V19j Conflict

Does the news story show **conflict or confrontation between the journalist and/or the media outlet where s(he) works, and one or more individuals or groups in power**? Does the journalist directly invoke the source, an institution or an individual

from a sphere of power as an opponent? (Personal confrontation, threats or harassment, veto, etc.)

0= No

1= Yes, conflict with individual or groups in power

2= Yes, conflict with ordinary people

Textual example:

"The president's office denies the access of this media organization to official press conferences, due to upset concerning the interview published last Friday."

Image example:

The image shows the source trying to avoid a journalist who is trying to interview or photograph him. Or the source slams the door in the journalist's face. Or the journalists crowd the source who is trying to avoid coverage.

V20 LOYAL- FACILITATOR ROLE

This type of journalism can be materialized in two facets. First, journalists cooperate with those in power, and accept the information they provide as credible. In that line, they support the political agenda set by the government, economic, and/or cultural powers, showing loyalty to power, support and defend the government's policies, give a positive image of the established authority and those in power, and support the status-quo. Often they become public relations channels for the transmission of the power elites' messages to the public.

In its second variation, journalists support their nation-state, portraying a positive image of their country, encouraging a sense of belonging, and *strengthening* national prestige.

Since organized civil society, as well as cultural elites (e.g., movie actors and sports celebrities), has achieved status and gained power in different areas of society, we are also interested in coding the presence of some indicators regarding this group.

V20a Defense/Support Activities

Does the journalist **praise, promote or defend by an explicit endorsement specific official activities or measures of improvement** carried out by the political or economic powers, organized civil society or the cultural elite?

This indicator can be found in text and also in gestures made by the journalist. Providing only a link, without an explicit endorsement from the journalist, is not enough to indicate support or defense.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, more than one of these groups

Textual example:

"A noteworthy initiative, where the municipality will implement a toll free hotline to answer questions from the residents."

Image example:

Gestures of approval, such as the journalist applauding or an emoticon of applause, for the local government's expansion of a local highway.



V20b Defending/Supporting Policies

Does the journalist **praise, promote or defend, by an explicit endorsement, national or regional policies** in general, or any one in particular? Providing only a link, without an explicit endorsement from the journalist, is not enough to indicate support or defense. The journalist needs to manifest his/her defense or support by explicit statements.

0 = No

1 = Yes

Textual example:

"Michelle Bachelet's administration will be remembered for having boosted the most relevant pension reform in the history of the private savings pension system."

Image example:

Gestures of approval, such as the journalist applauding or an emoticon of applause, for the government's policy of legalizing same-sex marriage.

V20c Positive Image of the Elite

Does the story present a **positive image of the political elite, economic elite, church, civil society or cultural elite**? For example, does the journalist favorably stress or highlight leadership or management skills, as well as personal characteristics of political leaders, as well as the results, positioning, and lobby of political, economic, church or civil society organizations? This type of support tends to use positive adjectives when referring to these actors (at the individual or at the organizational level). The use of emoticons, gestures, sounds or visual composition can also indicate an explicit construction of a positive image.

Note that this item is explicitly about enhancing an image, not just approval of the individual's actions or positions.

0= No

1 = Yes, Government/State/political parties

2 = Yes, Business/economic elite

3 = Yes, Civil society

4= Yes, Church/Religion

5= Yes, Cultural elite

6= Yes, more than one of these groups

Examples:

"In the official visit around Europe, the president ennobled national politics."

"The archbishop has become one of Boston's most effective ambassadors, promoting the city wherever he goes."



“Even at age 36, Drew Brees – with his powerful right arm and flawless decision making – remains one of best quarterbacks in professional football.”

V20d Progress/Success

Does the journalist **emphasize their own country is progressing** and doing better than before in any relevant dimension? In order for this characteristic to be present, the news story should not only be based on a specific or isolated situation; it should consider a relatively prolonged period of time, and/or emphasize the topic as a process, where changes and progress are documented or predicted.

0 = No

1 = Yes

Textual example:

“Poverty has decreased regularly since 1990 until this date: nowadays, there are less poor people than ever before in the history of Poland.”

Image example:

A series of photos – or photos put together as a time-lapse video – illustrating the industrialization or urbanization of a city over the last several years.

V20e Comparison to Other Countries

Does the journalist emphasize **the country’s advances and triumphs in comparison to other countries?**

0 = No

1 = Yes

Textual examples:

“The national political class has shown proof of its managing capabilities in comparison to their peers from the region.”

“The economic elite has shown proof of integrity in comparison to other European countries.”

Image example:

A graph shows Brazil’s industrial output is higher than that of its neighbors.

V20f Nationals’ Triumphs

Are **individuals or groups who have triumphed in the country or abroad explicitly highlighted within the news story?** It is not just that the person is named or pictured; the person must be framed as a representative of the country.

0 = No

1 = Yes

Textual example:

“... Wimbledon champion and Swiss tennis star Roger Federer was presented with a prize cow on Tuesday as part of a homecoming celebration at the Swiss Open in Gstaad.”

Image example:

A picture or video shows the German football team holding a trophy at the World Cup.

V20g Promotion of the Country's Image

Does the news story **highlight activities or actions organized with the objective of promoting the country's image**? Note that the story should largely be about the activity or action. Images of activities or actions can supplement the journalist's promotion of the country's image.

0 = No

1 = Yes

Example:

"3D images will promote Hungary on TVs and in stores of more than 50 countries."

V20h Patriotism

Does the news story include **statements made by the journalist that positively value being from a specific nation**? Different from the promotion of the country's image indicator (which is about activities organized by others, and covered by the journalist), here, it is the journalist who is the one that values his/her own country.

Emoticons and images may be present, but they will not constitute patriotism unless that story includes a statement made by the journalist.

0 = No

1 = Yes

Example:

"Hospitality towards immigrants is a well-known feature of Australians."

V21 SERVICE ROLE

This role combines the rights and self-interests of the audience, creating a client-professional relationship between the journalist and the public. As an answer to the growing complexity of modernity, this model of role performance provides helpful information, knowledge and advice about goods and services that audiences can apply in their day-to-day lives.

Journalism that prioritizes this role provides help, tips, guidance and information about the management of day-to-day life and individual problems (*news you can use*).

The focus here is on directly helping the audience (rather than indirectly helping; e.g., a story that seeks to root out wrongdoing might indirectly help the audience; but personal help is not the focus of the story).

V21a Impact on Everyday Life

Does the news story refer to **the consequences or meanings that certain facts or events have for people's everyday personal lives**?

For example, a news story on climate change in which the journalist stresses that society will have to change the way it produces energy (social relevance) would not fall into this category, while a news story on the same topic which emphasizes that people will have to pay more for electricity every month would be coded as "yes." Likewise, if there is a news item saying that the price of gas will rise tomorrow, it does not qualify as "yes", since what is reported is just the news. It is not just that the gas is getting more expensive; **it is what the journalist says about that**. What would qualify as a "yes" would be if the journalist indicates, for example, that because of this rise, people will

have less money to spend on other things, or that this will increase the prices of public transportation as well, making it more expensive for people to travel around the city or to go on holidays, etc.

Stories in which the journalist, besides denouncing the bad service given by ordinary individuals, focuses on the consequences that this has on a person's personal life, must be also considered here.

0 = No

1 = Yes

Textual examples:

"How does the European economic crisis impact the work of farmers?"

"Electricity rates will increase starting Monday. For the typical middle class family of four, that means that you will be paying \$10,000 more out of your pocket."

Image example:

A series of photos – or photos put together as a time-lapse video – illustrating the consequences of what the journalist just reported.

V21b Tips and Advice (Grievances)

Does the news story give **tips or practical advice** to manage everyday problems that **audiences have with others or their environment**? For example, how to face noisy neighbors, how to handle wrongful charges, etc. Although it is not a necessary condition, the stories that have these characteristics tend to include an expert source, different from the journalist's, which tries to help solve the problem.

Images can also illustrate the journalist's or the expert's tips and advice.

0 = No

1 = Yes

Textual examples:

"Disturbing noises is what is most common, and although it is hard to prevent, there are several ways to deal with an unwanted neighbor. In order to not come across any surprises, it is advisable to investigate what the neighbors and the neighborhood is like prior to buying a property."

"Keys to detect abuses in the charges made by commercial companies."

Image example:

Video images show an individual going through each step of filing a formal complaint with a police department.

V21c Tips and Advice (Individual Risks)

Does the news story provide **tips or practical advice to solve personal problems** that the audience could potentially face every day? For example, how to exercise and eat well in order to stay healthy, how to be a smart buyer and save money, how to invest and assure savings and a safe retirement, etc.?

Stories that have these characteristics tend to include an expert's advice, different from the journalist's, which tries to help solve problems in their everyday life.

Images can also illustrate the journalist's or the expert's tips and advice.

0 = No

1 = Yes

Textual examples:

“Be smart and start exercising today.”

“Historic day at the Stock Exchange: the experts advise how to win.”

“In order to begin your vacation stress-free, your vehicle inspection must be up to date, your spare tire in good condition, and you should have a toolkit and a first-aid kit.”

Image example:

Video images show a computer screen as an expert demonstrates – step by step – how to remove spyware from your computer.

V21d Consumer Information

Does the news story provide information to the audience about **products or services** they can use or benefit from?

0 = No

1 = Yes

V21e Consumer Advice

Does the story **help audience distinguish between products/services of different qualities** based on a third party perspective, a study, or a review (the last one could be by the journalist too)?

0= No

1= Yes, recognizing the good quality of specific products/services

2= Yes, recognizing the bad quality of specific products/services

3= Yes, recognizing both the good and the bad quality of specific products/services

Examples:

“New Drug May Help Some Asthmatics, Study Finds.”

“After one year on the market, coffee capsules have become popular among consumers. Around \$400 pesos are paid for each cup of coffee made at home.”

Image examples:

Two pictures shown side-by-side depict the effects of two detergents on a dirty shirt. Viewers are left to decide which detergent got the shirt the cleanest.

V21f Personal Assistance

Does the journalist **appeal to the audience to help individuals or families with specific and personal problems they may be facing** (for example, when a child, parent, relative, pet, or someone else gets lost, or if someone is dying and looking for blood donors, etc.)?

0= No

1= Yes

V22 INFOTAINMENT ROLE

The *infotainment role* of journalism uses different stylistics, narrative and/or visual discourses in order to entertain and thrill the public. Here, journalism borrows from the conventions of entertainment genres (e.g., action movies, TV dramas, suspense

novels) by using story-telling devices and establishing characters and setting. The logic here is to shock the audience's moral and aesthetic sensibilities. This type of journalism addresses the public as spectator, where the audience's relaxation and emotional experiences become the center of attention.

V22a Personalization

Does the news story provide **specific information regarding one or more persons and their different intellectual, physical, mental or social characteristics** (i.e. competence, leadership, appearance, capacity) or personal background (where they worked, studied, their name, marital status, etc.)? Simply providing the name or/and position of a person or a picture of a person is not enough to be included in this category.

Differently, a report that includes multiple visuals of the same subject can be an indicator of personalization. Other techniques might include a video report that includes proportionally more close-ups than any other shot. The report can also use other video maneuvers, such as tilting the camera to scan the subject's body or panning the camera to follow the main subject's every movement. A report could use an observational style – minimizing the journalist's narration – and relying primarily on audio or video of the main subject.

0 = No

1 = Yes

Textual examples:

"The murderer – better known as MJ – is 34 years old, a married industrial engineer who works in the northern region of the country. The day of the trial, he arrived dejected, in dirty clothes and did not want to comment."

"Mr. Garcetti now becomes the first Jewish mayor of the city. He is the son of Gil Garcetti, a former district attorney. The grandson of Mexican immigrants who trace their roots to Italy, Mr. Garcetti speaks Spanish and used it frequently during the campaign."

Image example:

The story includes multiple pictures of Jennifer Hudson before, during, and after her diet.

Sound example:

A radio report relies on naturally occurring dialogue and sound, following a senator as she goes about her daily work routine, interacting with constituents, colleagues, staff, and lobbyists.

V22b Private Life

Does the news story refer to the **private life of one or more individuals**? Private life includes those aspects of a person's life that does not correspond to areas of public interest and/or does not belong to the public sphere context, and that *people normally prefer* to maintain in their personal sphere. Examples include a story on the president of the country as a father, or a famous businessman's youth and past. Other examples could be related to hobbies, affairs and love life, past or vacations, among others.

A report could use an observational style – minimizing the journalist's narration – and relying primarily on audio or video of the main subject.

If a news story makes general reference to the family of a person in a public context (for example, ‘the man accused of murder attended to the court with his wife’ or ‘the president was sworn in on May 15, accompanied by his children’) should not be considered as private life. Instead, if the news story makes reference to the family of a person in a personal context (for example, a picture taken by a paparazzi showing a sports figure on his/her holidays alone or with his/her wife, husband, children, lover, etc., or a news referring to the personal life of the family of someone, should be considered as private life).

Nevertheless, please note that the notion of privacy can be interpreted differently in various cultures. You should use it as it would be considered in your culture.

0 = No

1 = Yes

Textual examples:

“The minister states that his wife has tried to improve her wardrobe choices in order to meet the protocol requirements.”

“The senator has been separated from her husband for months now.”

Image examples:

Journalists use a hidden camera to capture images of the mayor in a hotel room buying cocaine from a dealer.

Journalists burst into a hotel room to capture video of Hugh Grant negotiating services from a prostitute.

Sound example:

A radio report uses an observational style to capture the sounds and natural dialogue of an ex-convict trying to readjust to his family in his new life outside of prison.

V22c Sensationalism

Does the news story include the **use of style elements or descriptions in the story that highlight or emphasize the unusual, incredible and spectacular?** (Quotes from sources are not considered.)

The tools used to introduce sensationalism in a story can be found in textual elements such as *metaphors, exaggeration, the use of dramatic superlative adjectives* and storytelling devices that heighten suspense. It can also be found in sound and image elements. Sound elements for sensationalism include *music, sound effects and voice intonation that exaggerate or manipulate the context, meaning or sensation of the story*. Image elements for sensationalism include: *the use of distorted or fake images; the use of exaggerated or repeated images; the use of attention-getting transitional effects, such as slow fade or fast cutting; the use of motion effects, such as slow motion or speed-up motion; and the use of unusual non-verbal expressions, such as wild gesticulation.*

For example, the reporter uses body language out of the ordinary for the situation being reported on, with exaggerated waving of arms, and/or speaking in a very loud or accelerated manner when there is no obvious need to do so.

0 = No

1 = Yes

Textual examples:

“The ‘hard’ stance of the porn movie industry on the use of condoms. *They threatened to dump California if actors are forced to wrap it up.*”

“Richard Brown is the ‘Superman’ of the patients. *The Mayor began a campaign to lower the prices of medicines for complex diseases.*”

Sound examples:

When the defendant in a high-profile court case is declared not guilty and emerges from the courthouse, the journalist has added the theme music from Rocky to illustrate the defendant’s triumph.

The journalist adds the sound of a growling cat as the actress steps onto the red carpet.

The reporter standing in front of the courthouse uses a loud, rapid, high-pitched delivery to heighten the energy and excitement of the just-announced verdict.

Image examples:

The journalist photoshops an image of the coach’s head to a dinosaur’s body to show he’s stuck in the past.

The image of a bomb explosion in a crowded market is repeated multiple times.

The journalist uses many short video clips of an escaping fugitive, edited in rapid succession, to exaggerate the pace of the story.

The reporter doing a standup in front of earthquake devastation, wildly waves his arms over his head as he explains the damage.

V22d Emotions

Does the news story make **explicit references to or include feelings or emotions through textual, sound or image elements**? Research literature defines six basic emotions: anger, disgust, fear, happiness, sadness and surprise. In news texts, these can be exhibited either by the journalist describing the emotional state of people and/or by presenting images that display the people in such emotional states.

Images may often portray an emotion experienced by individuals in the story. Typical images in this category include people crying, yelling, expressing anger or desperation, roaring with laughter, etc.

Coding for the presence of emotions requires a moderate to high level of expression, thus a simple smile, for example, would not count as significant emotion. Emoticons can also be depicted by emoticons.

Finally, the voice intonation of people can also serve as an indication of emotion.

0 = No

1 = Yes

Examples:

“Yesterday, this former coal worker was coming back home happy, eager to hug his family and to begin a new stage of his life.”

“Woman whose child was stolen suffered 22 hours of deep anguish, pain and uncertainty.”



V22e Morbidity

Does the news story exacerbate the audience's attention through textual, sound and/or image elements, describing or **portraying acts of violence, crime, extreme poverty or sex scences/scandal in the news, or of the subjects in concrete detail?**

The notion of morbidity can be perceived and interpreted differently in various cultures. You should use it, as it would be considered in your culture.

0 = No

1 = Yes

Textual example:

"Deranged, he got her off the car at a deserted path, where he began to beat and ultimately strangle her, choking her with his bare hands, using all of his strength until he finally killed her."

Sound example:

The report includes audio of a person injured in an earthquake screaming in pain.

Image examples:

Pictures of cadavers and dying people after a terrorist attack.

The newscast report includes a video where a nude couple is having sex on the beach.

V23 CIVIC ROLE

The *civic role* focuses on the connection between journalism, the citizenry and public life. Journalistic performance that reflects these ideas encourage the public to get involved in public debate, and to participate in social, political and cultural life. The space given to sources without social empowerment who demand recognition or reinstatement of a right is an important aspect of this role. This role does not assume that it is the journalist who can create an improved community via their own resources; rather the emphasis is on supporting the citizens' efforts to do so.

The performance of this role allows people to do their jobs as citizens in a broad sense. That is, this role focuses not only on educating citizens for participating in electoral processes, civil protests, as well as participation, affiliation and support of political parties, but also on helping them to make sense of their own communities, and on how they can be affected by different political decisions (heritage, city planning, population health, impact on environment, speed limit regulations, etc.).

V23a Citizen Reactions

Does the news story include the **vision/reaction of regular or organized citizens on a topic or event**, showing how they perceive or are affected by political decisions?

Quotes or references by citizens may be included. Images and sounds can supplement the citizen's perspective (written or spoken).

0 = No

1 = Yes

Examples:

“David Swanson, a Charlottesville native who was one of the organizers, said a group numbering in the hundreds had gathered on open walkways that face the building’s atrium on the third, fifth and seventh floors. He said they chanted, “How do you fix the deficit? End the wars! Tax the rich!”

A video report quotes a man on the street: “The oligarchs have ruined this country and they need to pay.” As the man makes this remark, he drags his finger across his throat.

V23b Citizen Demand

Does the news story include **regular or organized citizens’ demands or proposals** on how different political decisions should be handled? Citizens may be included via direct or indirect quotes, or references made of them.

0 = No

1 = Yes

Examples:

“The neighbors ask for public works in exchange for having the jail put close to their houses. They want work such as paving and installment of sewage systems to be done.”

A news story about a prisoner on a hunger strike, who is demanding better living conditions, is accompanied by a photo of the emaciated man.

V23c Credibility of Citizens

Does the news story include information, such as the journalist’s own statements, the opinion of another source or the citation of evidence, that enhances the **credibility of what the citizens perceive, denounce or demand?**

0 = No

1 = Yes

Textual example:

“The spokesman for the residents has led the activities of people who demand to take part in the municipality’s master plan. That is why he knows what he is talking about. The residents know that the state of the area can cause damage to the environment and they have been consistent in the arguments presented to local authorities.”

Image example:

Online news includes a graph showing that a citizen’s labor claims are backed by the last five years of economic data.

V23d Local Impact

Does the news story mention or depict the **impact of certain political decisions on local geographical locations or settings?** Local geographically defined communities may include towns, provinces or villages, among others.

0 = No

1 = Yes

Textual example:

“A group of neighbors from Santa Barbara filed an injunction to restrain the municipality from setting up a dumping site near a pond in the vicinity.”

Image example:

An online site’s interactive graphic shows the drop in violent crime, for each of the city’s neighborhoods, following the introduction of a new community-based policing policy.

V23e Social Community Impact

Does the news story mention or depict the **impact of certain political decisions on communities that are defined by specific social characteristics, such as identity, social position, sexuality, race or ethnicity, among others?**

Social communities may also be based on specific occupations such as workers in a particular industry, or on specific characteristics of the general population. For example, the teachers of South Africa, the nurses in Spain, etc.

0 = No

1 = Yes

Textual examples:

“Mexican teachers demand full repeal of education reform”.

“It’s estimated that the vote to legalize same-sex marriage would allow nearly 12,000 couples to get married this year.”

Image example:

Several graphics show the improvement of nurses' health care working conditions in Spain.

V23f Educating on Duties and Rights

Does the news story **instruct people on their duties and rights as citizens** (economic, social and/or political)? For example, when the government gives a subsidy and the news story informs where to go, or how to justify voter absenteeism.

0 = No

1 = Yes

Textual examples:

“If you are a woman, head of your household and your income is in the \$1,000–\$2,500 range, you must fill out your social report in order to get the housing subsidy.”

Find polling locations here on the city’s website ([link](#)).

Image example:

A map shows the boundaries of the various wards or precincts of the city, indicating where citizens for each precinct should go to vote.

V23g Contextual Background Information

Does the news story provide political, economic, or social **background information in order to make decisions as citizens** (e.g., to participate in elections, affiliation and support of political parties, participate in protests, to make sense of how their communities can be affected by political decisions, etc.)?

Background information can be distinguished from current facts. It involves more specificity in terms of the information provided, contributing with essential **political, economic or social level context to the facts that are being reported**. It includes explaining actors' and sources' positions or decisions (e.g., how they have previously behaved), the reasons behind demonstrations, or the objectives of citizen groups, etc

0 = No

1 = Yes

Textual example:

"Initially, only the 24 Peronist pact senators were expected to vote in favor of the initiative, plus two former Supreme Court ministers. However, yesterday, two more senators who have traditionally had a tougher stance in favor of the death penalty joined the initiative."

Image example:

As citizens prepare to vote on a new water rationing policy, images show how the water levels in the local reservoir have dropped in each of the last five years.

V23h Citizen Questions

Does the news story include **inquiries from common people for politicians or those who are in power**? Citizens may be included via quotes, or references made of them.

0 = No

1 = Yes

Example:

"The president of the Almind Resident's Association confronted the mayor about the dumping site over which their houses were built: "What solution can you give us?"

V23i Information on Citizen Activities

Within the news story, does the journalist give **information about citizen acts, such as campaigns, collective actions, commemorations, demonstrations and protests**?

Normally, this type of story includes information on where and when these activities occurred, and can also explain the importance of these acts for the community.

0 = No

1 = Yes

Textual example:

"The resident's association of the locality of Tolus organized a symbolic act for August 20th at 11 am, in which trees will be planted all along the route in which the new metro line will pass."

Image example:

The newscast reports on a cycling event organized by an ecological civil society group and it shows a map with the route for the event.

V23j Support of Citizen Movements

Does the story include information, such as the journalist's own statements, the opinion of sources or the citation of evidence, that **support the objectives of an organization or citizen movement, and/or position the organization as a positive example to follow?**

0 = No

1 = Yes

Textual example:

"The residents' associations showed the ability to represent the legitimate demands of the residents of the area, to which the municipality was forced to listen and accept them."

Image example:

Online news includes a series of pictures depicting how an ecological citizens group's annual clean-up effort have improved the quality of a creek running through their neighborhood.

