

## A career in journalism? In this tech age? It's more likely than you think!

By Caroline Black

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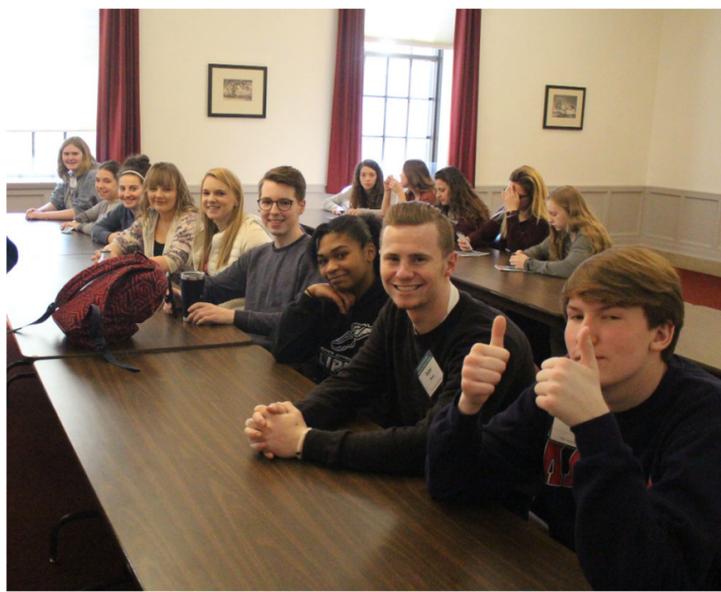
Books, newspapers, magazines: what do these things have in common? The answer: their overall popularity is decaying. Journalism has taken an especially hard hit due to the ever-present media war that's shoving it into a negative light. The term "fake news" is being thrown around more and more, with every time being slightly more satirical and in a joking manner.

Even so, schools host events to get future up-and-coming writers and reporters together. Clear Creek Amana students from yearbook, journalism, and newspaper classes attended a conference held at Iowa State University about Innovation and Leadership in High School Media on April 4th.

There were several breakout sessions dealing with a multitude of topics with experienced reporters presenting. At the beginning of the conference, Des Moines Register reporter Kathie Obradovich stressed the need to remain consistent and credible in all published stories or otherwise be labelled as untrustworthy for the rest of one's career. From there, students could pick between identifying their strengths that can be utilized to their full potential when cooperating in publishing a newspaper or understanding the importance of covering as many differing and relevant opinions when it comes to covering a topic that can easily split a community.

The conference also included a workshop event for covering more difficult topics, such as how suicide should be covered if it has become public, and how much privacy the family and friends want their lost loved ones to have.

But what is the point of all this? Isn't journalism rotting because of the internet and social media? Why are students being encouraged to go into a dying field of work?



Students from CCA's journalism, newspaper and yearbook classes participate in a workshop

At the end of the day, all participating students were brought back together again for the closing remarks. The speaker, Brian Steffen, a professor from Simpson College, was attacking these questions directly. In his presentation, he made it very clear that there are a lot more possibilities in the future for those who are delving into the field of journalism than what any of the present students may be aware of. In his most direct example, he showed how many jobs were posted in the last 72 hours, with the total being around 1,000 options, several of which were located in Iowa. It was quite an eye-opener.

One of the optional programs was simply called "You Don't Know What You Don't Know." Rather than going over being careful of what you write due to a lack of knowledge like the title implies, students found themselves being an audience to three college students. Each member of the trio had a success story to tell: with one working for a magazine that will go on for decades to come, another one on a path to eventually become the manager of a local radio, and the last already working in the reporting world

as part of the Iowa State Daily.

As the audience can hypothesize from this information, journalism isn't dying, simply changing. While technology may have taken it out of the main spotlight, reporting has gained tools from it in exchange. There are websites available that allow reporters to have better recorded interviews, broadcast live from their phones, discussing who's doing what and when for the next upcoming edition, and so much more. Podcasting has become a more popular method of storytelling and has a lot of viable potential for journalism.

Concepts of older life changing to stick around in the next age isn't anything new. It's simply like animals adapting to their surroundings as they gradually change. In this case, there has to be a higher purpose to holding a conference than showing people that journalism follows that pattern. It wouldn't be conducive to reporters-in-training, so what do the directors want attending students to get out of this?

As Brian Steffen stated, "My thoughts are that journalists are more than workers who take orders and carry them out. They need to be creative. They need to be able to think quickly on their feet. They need to have ideas and always be thinking 2-3 steps ahead about the challenges they are likely to face in completing a story."

Looking back at the presented programs, the speakers went over available tools, how to best cover tough situations, and finding other voices to include when others were not available. They were giving the students useful knowledge that they can refer to later on to always successfully cover their next story upon becoming an official reporter. When viewing the conference in this manner, it's amazing that high school students are offered this opportunity to receive all this information.

## The Hidden Aspects of Plagiarism

By Rori Wagner

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### CCA's Plagiarism Policy

Minor Infractions:	Major Infractions:
* Redo assignment	* Receive a zero
* Get half credit	* Student fails semester
* Parents will be told	* No chance to redo
	* Administration addresses

We've all heard of plagiarism and how we shouldn't steal ideas from someone else, but there is a hidden side to plagiarism that hasn't been brought up much in the past.

That is self-plagiarism or "when you turn in work to a class when you originally did the work for a different class. It is getting credit twice but only doing the work once," as defined by Christine Maas, the school librarian.

"Students are surprised it is not ethical to self-plagiarize because they think that if they did the work they should get the credit. The issue is that they did get credit when they first did it. The point of education is to learn and grow. You don't learn and grow if you don't do the work," states Maas.

Students who believe that self-plagiarism

is acceptable are wrong; according to the U.S. Department of Health and Human Services, understanding self-plagiarism guidelines is crucial to writers all around the world. Self-plagiarism also exists because when you don't cite your previous works, you are telling readers that this is the first time this has been written.

If self-plagiarism is so important, how are we supposed to prevent it? The first step is to understand the ways you can self-plagiarize and that will in most cases prevent the most common cause of plagiarism: unintentional plagiarism.

The first way someone can self-plagiarize is to completely reuse a previous assignment you completed to get your current one done.

That is more drastic than the other ways to self-plagiarize such as using some research or ideas from a previous essay to add to a new one you are writing (U.S. Department of Health and Human Services).

The next step to preventing self-plagiarism at schools is understanding your school's individual plagiarism policy. At Clear Creek Amana, our policy covers the importance of students doing their own work. Details of the policy include the consequences for multiple offenses in the same or different classes.

Self-plagiarism might seem fair or just confusing at first. But when you take a step back and look at it, ending self plagiarism is best for authors and readers alike.

## Homeschool or Public School?

By Sierra Brown

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Have you ever been homeschooled before? Most people haven't, but approximately 15,581 people in Iowa have been homeschooled in the years of 2017-18, as stated by A2Z Homeschool. According to Sioux City Journal, the Mid-Prairie school district has 27.6% of their students in homeschool programs. This shows Mid-Prairie's homeschool percentage is more than 12 times the state average.

As you may assume, there are some differences between these two types of schooling. One of them is social interaction. In public school you see your friends and teachers every day, and you've even probably met new people a couple of times. On the other hand, with homeschooling you don't see people every day because you're mainly working at home. However, you can talk to your classmates and teachers online or even meet up with them in person. Most kids participate in

public schooling. Some kids enrolled in public school take part in homeschooling part time.

"I'd probably prefer homeschooling, because it provides time for you to do work at your own pace. It's much more relaxed. Homework is non-existent, because all the work is done at home



anyways," states Josiah Valentine, a student at CCAHS who was previously homeschooled.

Amanda Okopski teaches English at the CCA High School. She has homeschooled her kids for 4 years from 2010-2014. "I loved the pace of it and the way learning was integrated into daily life," says Okopski. However, she said isolation was one of the hardest parts during homeschooling her kids because she teaches best in a community. They moved around a lot and it was hard to find other homeschooling families to connect with in an educational way.

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