

ABOUT THIS BOOK

This is not your father's journalism textbook. No, times have changed. Reading habits have changed. And journalism has changed, too.

It wasn't always like this. Years ago, people had time. They had patience. Textbooks were exactly that: books filled with text, page after page, long rows of type full of deep thoughts.

Today, we process information differently. We need speed. We need visual stimulation. We want a little personality, too (but nothing too goofy or distracting). Nobody likes long, lifeless lectures anymore.

Journalists understand this, or at least they should. They know they're supposed to present information in a visually engaging, reader-friendly way. So we began to wonder:

What if we produced a textbook that presented information in a visually engaging, reader-friendly way?

Wow! A radical idea.

To do that, we had to break a few rules and invent some new ones. As you tour this book, you'll notice:

◆ **The design.** There's lots of color, photos and graphics, sure. But the *logic* of the design is more important than the *look*. Though topics are explored in depth, they're arranged into concise, easy-to-digest sections. To free up space, long examples of newswriting have been relocated to the back of the book, the Morgue, as you can see here.

◆ **The navigation.** Topics are clearly labeled and easy to find. Each two-page spread focuses on a key subject. And a series of links provides cross-references throughout the book.

◆ **The tone.** Most textbooks sound like textbooks. This one reads like a magazine article: concise, practical, informal. That made sense to us. After all, why shouldn't a journalism textbook be designed and written as if it's actually a form of . . . journalism?



THE THREE MAIN SECTIONS OF THIS BOOK

1 All key topics are presented on two-page spreads like this one, making the information easier to navigate. Subjects are packaged into short, concise sections — like spreads in a magazine.

Links to related topics are indicated by red arrows here, along the bottom of the page.



2 At the beginning and end of each chapter, pages are framed by a gray border. This makes them visually distinct from the main two-page topic spreads so they'll be easy to find. Look here for exercises, the Press Room and other extras.



3 The back of the book is called "the Morgue" — an old newspaper term for a newsroom library. Part anthology, part scrapbook, the Morgue supplements the text by presenting complete stories for detailed analysis.

We've asked many of the original writers of these stories to provide insights and commentary here, in the margins of the text.



Accessible at www.mhhe.com/harower1, the Online Learning Center Web site provides a wealth of resources for instructors and students that supplement *Inside Reporting*. The **Student Edition** of the Web site includes a workbook with numerous skill-building exercises and activities, multiple-choice, true-false, and grammar quizzes with feedback, annotated links from the book's Weblogography,

key-term flashcards and crossword puzzles, learning goals, chapter summaries and a glossary. The **Instructor Edition** of the site includes an instructor's manual that features teaching tips, key points, class discussion topics and activities, suggested homework assignments, a test bank with questions on key concepts, grammar and AP style, and PowerPoint slides.