

frankie magazine

for schools



IDEAS AND ACTIVITIES FOR USING
FRANKIE MAGAZINE IN THE CLASSROOM

Years 9 - 11

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Key



peach pages = general info for teachers



purple pages = activity info for teachers



mint pages = worksheets for students

About frankie

frankie is a bi-monthly Australian magazine published by frankie press, that captures the attention and imagination of its readers with a smart, straight-shooting attitude (and darn nice looks, as well).

frankie is known for funny articles, inspirational real-life stories, pretty fashion, delightful photography and beautiful design. It's a magazine that makes you laugh, but also think.

frankie's offices are based in Melbourne, and the magazine is printed in Sydney (books and brand extensions are printed off-shore). frankie's contributors (writers, illustrators, photographers) come from all over the world.

website

www.frankie.com.au

facebook

www.facebook.com.au/frankiemagazine

twitter

@frankiemagazine

instagram

@frankiemagazine

About frankie press

frankie press is a publishing company that making magazines and books that are smart, funny, eclectic and a little outside the mainstream. Starting with frankie magazine, the publisher has grown to produce a photo album, cookbooks, diaries and calendars, an interiors book called SPACES, Smith Journal (a quarterly publication for people with curious minds) and Slow (a magazine celebrating sustainability, mindfulness, and living a gentler paced lifestyle).

Your school library, students, and even YOU can access a special education subscription discount to frankie magazine at frankie.com.au/schools

About these resources

The following teaching and learning tasks use frankie magazine as a base for English and Media activities. You are provided with many frankie examples as PDFs (download these separately at www.frankie.com.au/schools) for use in the classroom, and you can also adjust the activities and ideas for use with other magazines or stimulus material.

School libraries have subscriptions to frankie, and you can supplement the samples provided with other examples from your school library issues. If your cohort is not frankie's main audience, you can still use the frankie examples as a comparison against magazines/content that is more suited to your student cohort, or adjust and use the activities with other magazines/articles.

A Media glossary of terms has been included (download this separately at frankie.com.au/schools) as there are not many textbooks that cover this content. It is expected that a set English textbook can support the English activities where necessary.

It is anticipated that teachers will use these activities as a jumping off point, utilising and supported by their own content literacy and pedagogy.

How these resources fit in the curriculum

'frankie for schools' has been developed to support Achievement Standards and content of the Australian Curriculum for English and Media Years 9 and 10, and VCE English Unit 1 and VCE Media Unit 2.

These activities are designed to encourage critical and creative thinking, and to support students to further develop ICT capabilities. Some of the frankie content could be used to build ethical and intercultural understanding, both of which are discussed in the general capabilities in the Australian Curriculum, and could be included in the classroom activities provided.

Schools may also choose to adapt and use frankie magazine in other areas of the curriculum, such as Visual Arts, Careers and Visual Communication, or for other sections of the English and Media curriculum.

Author

Augusta Zeeng

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English



English Year 9

Curriculum links: ACELY1747, ACELY1746, ACELA1557, ACELA1556, ACELA1561

Road test

INTRO

In each issue, frankie magazine runs a feature called 'Road Test'. The writer samples six or eight brands / types of products, then reviews each product. They review everything from cinema snack bar food to secondhand op shop novels.

OUTLINE

Using the frankie sample provided (print or make PDF available to students digitally), students are to read the 'Road Test' of children's party food to get an idea of the scope of the activity, then they are to research and write their own version. This activity requires reading, comprehension, critical thinking, and humour.

METHOD

Activity 1:

Ask students to read the sample 'Party Down' and discuss the text elements and structures, as well as the visuals, in pairs or as a class.

party down
SINGAL STUBBINS SCOFFS HER WAY THROUGH SOME CLASSIC AUSTRALIAN KIDDE TREATS.

ILLUSTRATION: GEMMA TAYLOR

CHOCOLATE COOKIES
Good if you've had a long day and need a little extra energy. They're not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them. They're not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

OREOS
The only way to eat Oreos is to eat them. They're not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

RED CORDIAL
Cordial is one of the worst things you can eat. It's not the best, but it's not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

PARTY BREAD
Look, I've had a few of these, but I don't think I'll ever get used to them. They're not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

COCKTAIL BUNNIES
If you want to be a cocktail bunny, you need to be a cocktail bunny. They're not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

FROGS IN A POND
Frogs in a pond are not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

LOLLY FACE CUPCAKES
Cupcakes are not the best, but they're not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

PARTY PIES
Pie is not the best, but it's not the worst either. I've had a few of these, but I don't think I'll ever get used to them.

Ask students to choose their own items to road test. They must do the research outside of school time. The 'Road Test' can be written on any group of items, but they must be linked in some way.

Some examples include mixed lollies, board games, condiments in the fridge at home, apple varieties, children's picture books, toys, brands of mustard or lemonade, or students can come up with their own.

- Students who choose eight products per spread should write around 150 words per item
- Students who choose six items per spread should write around 200 words per item

Provide students a deadline for submission, and time to work on writing in class.

EXTENSION ACTIVITY

Curriculum link: ACELY1747

Ask students to share their drafts with another student in the class. Request students respond on a separate document commenting on spelling, punctuation, tone and content, keeping in mind they should be critical but kind in their critique, and to always find some positives. Ask students to redraft their work after editor's responses and submit to teacher.

At the end of this activity students should be able to:

- Analyse the way text structures can be manipulated for effect.
- Create written media texts for an audience with a specific purpose.
- Use grammar, punctuation, sentences and clauses to make sense in written media texts.

Road Test

Read the road test 'Party Down' supplied. Think about tone, language, style and intended audience, and discuss with a partner.

BRIEF

Choose an item/category of products where there are at least six or eight different elements to review, as per the sample. There needs to be enough difference between them to be able to compare or contrast to some extent.

- If you choose eight products per spread, write around 150 words per item
- If you choose six products per spread, write around 200 words per item
- Write reviews on these products; tell us what you think, using humour and a casual, friendly tone, and informal language.
- Point out any useful information, or points of interest in the review (such as: it's vegan, it's only sold in Australia, it was first invented in 1960...)

STEP 1: BRAINSTORM

What items or products could you review? You need to think of an item or product that will have six or eight different and distinct options for review.

Come up with a couple of choices so that if the first one doesn't work out, you'll have another choice.

STEP 2: RESEARCH

Review the products at home, taking notes in point form as you go. Make sure that you record the details. You could use six or eight columns on a landscape page for collecting data.

If you are using brand names, make sure you know which notes connect to which brand. Try and find one highlight/ feature/ detail per item.

STEP 3: WRITE

- Convert your notes/ research from point form into sentences.
- Think of a heading and sub-heading for your article to link the content together.
- Think about the language you will use – informal tone, humour, product / item-specific information.

English year 10

Curriculum links: ACELY1747, ACELY1746, ACELA1557, ACELA1556, ACELA1561
Cross-curriculum priorities: sustainability

Everybody has a story

INTRO

'Everybody Has a Story' is a regular feature in frankie. They are personal non-fiction articles written autobiographically (or biographically) by an 'everyday' person about an event or situation that affects them. The story is often written in the first person, with an informal tone. Both samples provided have an environmental/ sustainability theme.

OUTLINE

These activities have a reading, comprehension and writing component and look at language, content, style and themes analysis. There are several ways that these activities can be taught. You can use both frankie samples for students to choose from to do the analysis task, or you can do one example as a class task to scaffold the activity and get students to do their own analysis on the second example.



download these samples at www.frankie.com.au/schools 'English Year 10'

METHOD

Activity 1:

Ask students to read one article provided. Ask students to analyse the text structure, organisation, tone and themes using the prompt questions on the worksheet.

Some things to discuss: non-fiction, first person, informal language, article, column layout, sustainability/ environmentalism, human experience, ethical and global dilemmas with real world settings.

Activity 2:

Ask students to research and write their own 'Everybody Has a Story'.

Step 1: Ask students to brainstorm their own experience with a partner. Have they got a story they can tell about themselves, a family member, or someone they know who is not in the class?

Step 2: Students then need to come up with 10 questions to answer. The answers will form the body of the story. The story has to be personal, but not too personal, as it will be for public consumption. It is not a diary or a letter. It is an article for an international magazine.

Emphasise that the story does not have to be momentous, as the concept is that 'everybody' has a story to tell, such as a family holiday, breaking their leg and spending time in hospital, starting at a new school, going to a gig for the first time. The task has to be about one person and one main idea.

Ask students to submit 800-1500 words.

Activity 3:

Ask students to be prepared to review and edit each other's texts, following the guidelines on the activity sheet. After editing and re-drafting, you are to collect for marking (and further editing if necessary) and collation into a class zine or blog.

*Please note that students could write this activity as an oral presentation and deliver it this way instead of a written task.

AT THE END OF THIS ACTIVITY STUDENTS SHOULD BE ABLE TO:

- Explain how choice of language and vocabulary affects written media texts.
- Demonstrate understanding of grammar, punctuation and style.
- Be able to create media texts using sophisticated concepts, ideas and themes.

Everybody has a story

Reading, comprehension and writing task

Activity 1:

Read article.

Analyse the text structure, organisation, tone and themes (300words).

- What type of language is being used?
- Describe the form and style of the text.
- Discuss the themes common to both articles.

Activity 2:

Research/ plan and write your own 'Everybody Has a Story'.

Brainstorm with a partner to discover your own experience that can be written into an article for 'Everybody Has a Story'. It could be about yourself or a family member.

Remember, the story does not have to be momentous, as the concept is that 'everybody' has a story. It could be a rad family holiday, breaking your leg and spending time in hospital, starting at a new school, going to a gig for the first time. It should be about one person and one main idea.

To start, you will need to come up with 10 questions to answer, and the answers will form the body of your story. The story should be personal, but not too personal, as it will be for public consumption. It is not a diary or a letter. It is an article for an international magazine (800-1500 words).

Activity 3:

You are to submit your drafts to another student (known as the 'editor') in the class. On a separate document, the editor is to comment on spelling, punctuation, tone and content. After editors responses are returned, you are to redraft and submit to your teacher for marking, and collation into a class publication.

VCE english year 11 (Unit 1 AoS 2)

Analysing and presenting argument

Words that need to die

INTRO

Most of frankie's articles are fairly balanced and open-ended, but we found one sample that can be used as a practice analysis task. 'Words That Need to Die' is an argument for getting rid of the word 'bogan', and how lazy use of language can lead to, or relates to, other underlying issues such as classism.

These activities are matched to the Victorian Certificate of Education English curriculum. Not all the dot points have been covered. When using the resources, please make sure you have covered all key knowledge and key skills for this area of study.

OUTLINE

The article 'Words That Need to Die' provided by frankie can be used as a practice analysis. Download this at www.frankie.com.au/schools 'English Year 11'. This activity can be scaffolded as a class example or provided as a student activity to be done in class or at home. Either way, the initial reading should be done in class to clear up any language/ ideas confusion.

Step 1: Ask student to read the article without any formal discussion beforehand. After their initial reading, ask the students to provide their first impressions (200 words).

Some helpful questions you could write up on the board for students to use:

- what stood out?
- how did they feel?
- what did they like about it?
- what did they dislike about it?

Then ask the class to share their impressions.

Question the class: What are the students' first impressions? Do they have a class consensus?

*This step forms the basis of the students' understanding of the text's impact on a reader [audience].

Step 2: Ask students to now re-read the article and develop a more formal analysis. Provide handout for analysis. The article can be read multiple times using the following guiding points:

- Highlight the who/what/when/where/why/ how
- Tone/ bias
- Main contention
- Identify persuasive techniques
- Summarise how these techniques were intended to affect the audience
- Strengths and weaknesses of the argument

Step 3: Ask students to write up a formal response to the article (800 words), using their notes from analysis.

One argumentative analysis suggestion can be found here:

https://www.dlsweb.rmit.edu.au/lsu/content/B_DSC/gsssp/writing.html

AT THE END OF THIS ACTIVITY STUDENTS SHOULD BE ABLE TO:

- Summarise key points in an argument using note taking
- Analyse intent and logic of an argument
- Identify and analyse impacts of texts on audiences
- Use evidence to support an argument

Words that need to die

Read 'Words That Need to Die'.

You will use the article 'Words That Need to Die' to analyse the strength and weaknesses of a persuasive argument to influence an audience. You will be discussing the logic and reason of the argument, and the use of language and tone for persuasion and effect. You will look at the features of the article, where it uses language and argument to complement each other.

1. Highlight the who/what/when/where/why/how?
2. Look for tone and bias.
3. What is the main contention?
4. Identify persuasive techniques.
5. Summarise how these techniques were intended to affect the audience.
6. Strengths and weaknesses of the argument.

Look for repetition, sensationalism, hyperbole, generalisation, humour, formal/informal language, appeals and alliteration.

Write up notes using evidence from the article, plan a written response, and write the response (800 words).

Media



Using frankie in the media classroom

ABOUT THESE RESOURCES

The following teaching and learning tasks use frankie magazine as a base for some Media activities. You have been provided with many examples from frankie magazine (download these at www.frankie.com.au/schools) to use directly in the classroom, and you can use the activities and ideas with other magazines or stimulus material.

Lots of school libraries have subscriptions to frankie magazine, and you can supplement the samples with other examples from your own subscription. If your student cohort is not frankie's main audience, you can still use the frankie examples as a comparison against to magazines/content that is more suited to your student cohort.

Your school library,
students, and even YOU can
access a special education
subscription discount to
frankie magazine at
frankie.com.au/schools

Media Year 9

Curriculum links: ACAMAR078, ACAMAR079

Investigating media conventions

INTRO

You will need to collect several print magazines of various genres, including multiple issues of frankie. These can be sourced from your school library, or students can bring in a few from home, or they can be purchased second hand from local op shops or garage sales (or of course, your local newsagent/supermarket). You will need at least one per student in your class, but it would be good to have more.

Activity 1:

Step 1: Ask students to read pages 3-7 of the Media Resources pack PDF (download this at www.frankie.com.au/schools). Supplementing and building on the content, you will need to expand and explain terms with which your students are not familiar.

Students can research these terms as an activity, or you can discuss them as a class to make sure everyone has consistent understanding, using the whiteboard and class input.

Step 2: Students are then to fill out the attached worksheet in pairs. They need to fill out one worksheet for frankie and one for another magazine.

When students have completed the task for at least two separate magazines, they will need to work out the differences and similarities across the two magazines. They need to look for the conventions that apply to all magazines of all genres, and the conventions that apply within a magazine to give it a specific identity.

Ask students to see if they can find other magazine conventions that are not listed on the worksheet, but are shown in both magazines.

At the end of this activity students should be able to:

- Explore and discuss forms and elements of media products
- Understand the roles and impacts of audiences on media products
- Analyse the ways in which the audience makes meaning and interacts with media products

Investigating Media Conventions

You are to compare the data and conventions of two magazines using the following worksheets. By the end of the task, working in pairs, you will have worksheets filled out for at least two different magazines.

Masthead: _____

Tagline: _____

Edition: _____

Publisher: _____

ISSN: _____

Without opening the magazine, describe the cover and then the audience:

What is the audience for this magazine?

- how old would the reader be?

- what are their interests?

What is the genre (category) for this magazine?

Does the advertising look like content?

Why do you think this is?

Is there a 'letters to the editor' section? What are the letters about?

Pages numbers – header or footer?

What is the tone of the magazine? (serious, academic, humorous, traditional, off-kilter)

Is the tone consistent for the entire issue?

Is the tone consistent across several/ all issues?

Which page shows the contents?

List the contents and page numbers. How many pages are in the magazine?

Are there more images or words in the magazine?

Does the magazine use columns or full-page text?

Are there any articles without images?

Are the images photographic or illustrative or both?

How do you feel when you look at the pictures and read the articles?

Where is the magazine published?

How many interviews are in the magazine?

What are the articles about?

Is the paper shiny (gloss) or not shiny (matte)?

What are the extras inside the magazine (if any), like subscriber cards, fold outs, lift outs?

What is your favourite piece of content within the magazine?

Media Year 10

Curriculum links: ACAMAR077, ACAMAR078, ACAMAR079

Design and layout of a media product

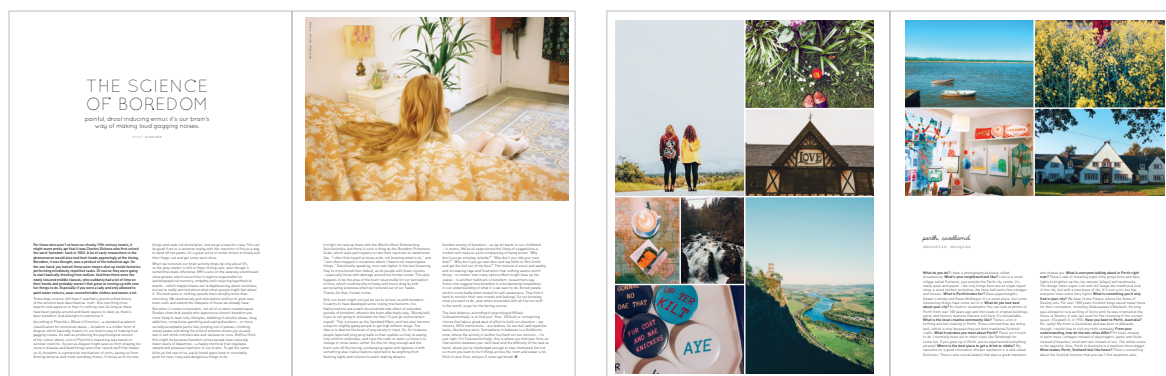
INTRO

This activity involves both responding and creating. Students will learn layout convention terms in a teacher-led class activity using some of the frankie provided sample layouts. They will then produce their own layout, utilising and learning the programs available at your school.

OUTLINE

Activity 1:

Display a couple of the frankie samples to students – this can be done by printing on A3 paper, making PDFs available, or projecting them.



download these samples at www.frankie.com.au/schools 'Media Year 10'

Discuss and define the magazine layout conventions:

- heading/byline
- heading placement, alignment
- borders
- image selection
- image cropping
- font size, style (treatments such as bold, italics) and text alignment such as justified or not, placement centre, left, right, etc
- use of columns

- headers/footers – text that appears outside the confines of the article (headers at the top and footers at the bottom of the page)
- white space (discuss negative space and the power of leaving that space empty)
- two-page spread (a single article that covers two or more facing pages)
- image attribution
- facing pages

Activity 2:

Using a layout program, students are to match the style of frankie and create a two-page spread (facing pages).

Ask students to decide on an article heading, subheading and byline.

Advise students to use Lorem Ipsum (filler text) content for article text layout, as activity does not require them to write the content of an article. Find the generator here: www.lipsum.com

*Please note that this task could be done in conjunction with one of the English activities in this resource to provide student-created content.

Ask students to also find an image to illustrate their article.

Here is a good jumping off point to discuss copyright and creative commons issues.

http://www.copyright.org.au/acc_prod/ACC/Find_an_Answer/ACC/Public_Content/Find_an_Answer.aspx?hkey=b0de2cd4-daa3-47da-95a5-1e7ecdc8dddc

AT THE END OF THIS ACTIVITY STUDENTS SHOULD BE ABLE TO:

- Consider ethical practices and regulatory issues
- Maintain safety in use of technology and interaction with others, including use of images and words of others
- Consider contexts that shape purpose and processes in production of media products

Design and layout of a media product

Step 1:

After discussing and learning layout conventions from the frankie examples provided, make particular note of audience and conventions for the magazine.

Come up with an idea for a feature article for frankie and create a heading, subheading and byline. Write them below.

Heading _____

Subheading _____

Byline _____

Step 2:

Now create a two-page spread layout for that magazine, using text known as Lorem Ipsum – an industry standard convention used in printing and typesetting to be able to lay out a document without having the 'actual text'. It fills up the text portion of an article so you only need to design the layout, without creating content.

*To find out more about why and how you use Lorem Ipsum, and to generate some for your article, head over to: www.lipsum.com

You will need to take into account frankie design conventions such as font style, size and alignment, use of white space, images and text placement.

Step 3:

You will need to source an image, select and crop it for improved effect. The images should be in creative commons, copyright-free or your own work (take photographs, draw something, ask a friend to illustrate it).

Step 4:

Submit final two-page spread as a PDF.

VCE media studies year 11 (Unit 2 AoS 2)

Media Industry Production

frankie press: an Australian media organisation for discussing media industry, stages of production and specialist media roles.

INTRO

frankie magazine (and its publisher frankie press) can be used as a case study for this unit. These activities are matched to the Victorian Certificate of Education Media curriculum. Not all the dot points have been covered. When using the resources, please make sure you have covered all key knowledge and key skills for this area of study.

OUTLINE

Activity 1:

Provide students with access to the following documents and links.

Ask students to read through information about frankie magazine and the periodical publishing industry, including:

- about frankie / frankie press*
- media glossary / terms and information*
- magazine conventions*
- frankie magazine production roles*
- basic production timeline per bi-monthly issue*
- questions for frankie*
- links about industry changes *
- www.frankie.com.au
- Submission guidelines: www.frankie.com.au/submissions
- frankie media kit*
- Plus, any extra research where necessary

*download these at www.frankie.com.au/schools 'Media Resources pack'

Activity 2:

Once finished reading the media production information, working independently, students are to complete 25 questions on roles, stages and issues.

* Note: this could be done under test conditions.

Students to present a short report on the magazine production industry using frankie and/or other magazine examples (500 words)

EXTENSION

Students can view either or both of the following movies for other representations of magazine roles, and compare and contrast with frankie:

The Devil Wears Prada (2006)

- Fictional representation about roles and stages of production of a magazine

The September Issue (2009)

- A documentary chronicling Vogue editor-in-chief Anna Wintour's preparations for the 2007 fall-fashion issue.

At the end of this activity students should be able to:

- Identify stages of production of a magazine
- Describe characteristics of stages of production, including as part of overall production of a magazine
- Discuss specialist production roles at a magazine
- Analyse the impact of some issues affecting the magazine production industry
- Describe collaborative nature of stages and roles in the media production process

Media industry production

frankie press: an Australian media organisation for discussing media industry, stages of production and specialist media roles.

frankie magazine (and its publisher frankie press) can be used as a case study for looking at the media industry and specialist roles and stages of production.

Activity 1:

You are to access the following documents and links, reading and taking notes as you go.

- about frankie / frankie press*
- media glossary / terms and information*
- magazine conventions*
- frankie magazine production roles*
- basic production timeline per bi-monthly issue*
- questions for frankie*
- links about industry changes*
- www.frankie.com.au
- Submission guidelines: www.frankie.com.au/submissions
- frankie media kit*
- Plus, any extra research where necessary

*download these at www.frankie.com.au/schools 'Media Resources pack'

Activity 2:

Once finished reading the media production information, you are to complete 25 questions on roles and stages on the worksheet provided.

You are to write and present a short report on the magazine production industry, using frankie and/or other magazine examples (500 words)

Media industry production

You must answer all the questions. Some have only one answer and some have multiple.

1. The second stage of production is called:
 - a. Pre-production
 - b. Production
 - b. Post-production
2. What tasks occur in the pre-production stage at frankie magazine?
 - a. Editing
 - b. Commissioning articles
 - c. Proofreading
3. The _____ is the person who oversees the content for frankie magazine.
4. What does a subscription coordinator do?
 - a. maintain stock levels
 - b. merchandise sales
 - c. proofreading
5. Name two other roles that the brand and marketing manager interacts with
- _____
- _____
6. frankie magazine's production is best described as:
 - a. collaborative
 - b. individual
7. What are frankie's responses to the digitisation of the magazine industry?
 - a. hate it, their subscriptions have dropped off
 - b. love it, they have become an online only magazine
 - c. it helps them interact with their audience between issues

8. What types of events is frankie sometimes involved with?
- a. elections
 - b. festivals
 - c. street performances
 - d. music gigs
9. Circle three magazine conventions
- a. articles
 - b. scenes
 - c. ISSN
 - d. advertising
 - e. byline
10. _____ is the name for people who pay for the magazine on a yearly basis and have the magazine sent directly to them.
11. Who commissions the content that is produced outside the frankie office?
- a. freelance writers
 - b. freelance photographers
 - c. editor
12. Who commissions the photography and illustrations for frankie?
- a. senior designer
 - b. general manager
 - c. proofreader
13. What tasks are done in the production stage?
- a. planning meetings
 - b. commissioning articles
 - c. editing
 - d. layout
14. Digitisation allows frankie to connect with their _____ between issues.
15. The editor _____ freelance writers, photographers and illustrators to create content for the magazine.
16. Where is frankie printed?
- a. China
 - b. Australia
 - c. Timbuktu

17. Name two tasks that happen in the post-production phase for frankie

- _____
- _____

18. How does frankie position itself to advertisers?

19. Why is the magazine called frankie?

- a. editor's grandma's name
- b. friendly and unisex
- c. after Frank Lloyd Wright

20. How does frankie currently illustrate its cover?

- a. photograph
- b. drawing
- c. lots of text

21. Which production role at frankie checks an article for spelling, grammar and punctuation consistency?

- a. proofreader
- b. illustrator
- c. advertising manager
- d. editor

22. Circle the 'making' stage of the magazine:

- a. Pre-production
- b. Post-production
- c. Production

23. Who gets to wear their pyjamas to work?

- a. freelance proofreader
- b. general manager
- c. IT manager

EXTENDED RESPONSES

24. In magazine publishing, the editor is the boss and controller of the content, and manager of staff and design. To what extent do you agree?

25. What are the other main roles that contribute to the look and feel of the magazine? Discuss their contributions.
