

Version as of 1/4/07

Coding Guide-Market Orientation (Final Version)

General coding instructions

- The coding unit is a content unit (CU). See definition below.
- Attempt to code all possible variables associated with a CU. If some variables can be coded but others cannot, code as many as possible. For example, if a blurry image makes it impossible to code a CUs topic but the locality or authorship variables can be determined, leave blank, indicating they cannot be identified, but code locality and authorship.
- In coding, rely primarily on the body text of the CU. If the body text is ambiguous (or doesn't exist), rely secondarily on display type associated with a CU, such as headlines or photo captions. If content cannot be reasonably coded on the basis of the body text or display type, indicate the item cannot be coded or is missing by assigning appropriate missing value code.
- In making coding decisions, adhere closely to the definitions provided for all variables. Do not extrapolate beyond the definition provided in the code guide. Direct questions about the code guide to Randy Beam.
- Code the content that begins on the following major display pages:
 - Page 1
 - Main domestic news page (or inside page with largest amount of domestic content – see note below)
 - Main international news page (or inside page with largest amount of international content – see note below)
 - Main local news page
 - Main business news page
 - Main feature page
 - Main sports page

Notes:

- If a Page 1 CU continues to a jump page, code content from that CU on the jump page. This would include ancillary content associated with that specific CU (photos, graphics, briefing boxes, etc.). It would not include other CUs that may be related to the original CU. For example, a sidebar that appears entirely on the jump page would not be coded.
- In the event an issue includes more than one page for the above categories, randomly select only one through a coin toss or other random selection technique. For example, if two pages might be considered the “main feature page” for a particular issue, randomly select the page to be coded for that issue. Repeat this procedure as needed for each issue.
- In the event that an issue does not include all of the pages mentioned above, code only those pages that fit the descriptions (Page 1, main domestic, etc.).

- If an issue does not have separate pages for domestic and international content, code the *two* pages with the largest amount of domestic and/or international content. The intent is to try to code the same number of pages for each issue of a publication.
- If a page consists only of content summaries that direct the reader to an inside page, select an alternate section page in that category (e.g., features, local). If no alternate exists, select a page in the same category with the largest amount of editorial content.

Definitions and special instructions

Content units

CD: A narrative or visual, plus any supplemental textual, photographic or graphic information, that can be understood independently of other information surrounding it.

OD: Any article, stand-alone photograph with caption or informational graphic that 1) has its own display type and associated text, 2) that can be understood independently of other content on the page, and 3) is presented independently from other content units on the page. In the case of stand-alone photos or illustrations, they must self-contained – able to be understood independently of other content, including related content, that may appear with them. In the case of narratives, they must be at least one paragraph in length and must be intended to be read as an independent item, not as a reference to content appearing elsewhere in the newspaper.

Notes:

- Attempt to code all content units (CUs) that have their own display type (typically headlines) associated with them.
- The key factor in deciding whether information is a CU is that it can be understood independent of other information on the page.
- Exclude graphics or text that appears primarily to direct readers to content on another page and includes minimal or no elaboration. For example, exclude so-called insiders, routine weather graphics (but not weather stories), stock graphics or information, index to pages and references to the newspaper's Website URL.
 - **Note:** The intent is to exclude as a CU content that appears in identical or almost identical form in each issue.

Topicality

CD: The primary subject(s) addressed in a content unit.

OD: See topic categories listed below. Coding values for each topic are listed at the end of this guide.

Special coding instructions for topicality:

- Code up to two topics on all CUs unless instructed otherwise in the topic definitions below. Avoid coding a second topic unless there's no way to assign a single topic category. *Think of it this way:* Ask yourself, "What is this CU basically about?" If you would have a difficult time assigning only one topic – you can't decide between two main topics or there is substantial information related to two different topics – code two topics. Otherwise, code a single primary topic.
- If a CU is about three or more topic categories, code the two that seem most central or most important. If that is not easily discerned, rely on display type or associated photos to identify the two central topics to code. If the display type or associated photos do not provide sufficient guidance, flip a coin or use another random-selection technique to choose the topic categories.
- Some topic categories do not permit a second category to be coded or strongly discourage a topic combination. Please note these exceptions in the topic definitions below.
- Rely primarily on a CU's body text to identify appropriate content categories. If the body text is ambiguous, then look at the accompanying display type (headlines, drop heads, summary boxes) or photographs. Do not code topics solely on the basis of headlines or other display type unless the body text is ambiguous or illegible.
- In CUs that are presented as collections of disparate information on varied topics or from varied sources (e.g., columns of briefs), code only the first item that has its own display type under a standing head or column logo. If the display type is a standing headline, code only the first item below the display type. Examples:
 - In a column of national news briefs or international news briefs, code only the first brief.
 - In a column of mixed content (i.e., national and international), code the first item under each standing head or logo. For example, if the column is divided into national and international content with a standing head or logo introducing each section, code the first item under each standing head.
 - If you confront a list of bulleted items on varied topics that are introduced with a generic headline ("Elsewhere" or "In other news") or a standing headline, code the first item under that standing head type.
- For calendars, listings or features that do not have central topics, code "Primary topic cannot be identified." This would apply to any CU that covers so many topics that none could be identified as a primary topic.
- Code "Primary topic cannot be identified" for CUs for which it is not possible to make a reasonable judgment about a topic category because insufficient information is presented.
- "Other topic" should be used for a CU in which the information can be read but for which no topic category is appropriate.
- If a CU cannot be read or interpreted because the image is blurry or incomplete, code the topics as "Missing or unable to read."
- Do not code "other" with another primary topic.

Topics categories

- 1 *Government and politics:* Content about actions, events or issues of legislative and executive branches of domestic or international governing or public-policy-making bodies, and of people associated with those governmental organizations – excluding CU's related primarily to actions of the criminal or civil justice systems; to administration or governing of educational institutions; to diplomacy, national security or military affairs; or to health and welfare policy. Includes content about political parties or candidates for political office; about political processes, including those involving legislation or selection for governmental or political positions; about taxation and assessment; about regulatory actions (unless the matters are handled primarily by the court system); and about government officials if they are acting in an official or quasi-official capacity. Is this content primarily about government or political events, issues or processes?
- 2 *Diplomacy, military affairs and security:* Content (domestic or international) about actions, events or issues related to diplomacy or international relations, including issues pertaining to the relationship between governments and national security (including wars, the war on terror, homeland security, alliances, military affairs and weaponry). This category excludes content about matters handled primarily by the court system. Is this content primarily about the interactions or potential interactions between governments, about military affairs or about security?
- 3 *Crime, law enforcement and criminal justice:* Content about actions, events or issues associated with the commission and prosecution of crimes (by individuals or organizations) that are handled through the criminal justice system. Content would include crime or criminal activities; police activities that directly or indirectly involve crime or law enforcement; crime rates or crime prevention; domestic or international actions and issues associated with crime, law enforcement and criminal justice; and about criminals, crime victims or individuals directly associated with crime victims, who are acting in an official capacity or role within the judicial system. This category excludes topics related to civil legal matters. Is this content primarily about crime and justice? Excludes content about political issues involving the courts or criminal-justice system.
- 4 *Civil justice.* Content about actions, events or issues associated with civil (non-criminal) legal system for matters involving individuals or organizations. Content would include such things as civil legal disputes, divorce, legal mediation in lieu of court action; constitutional issues not related to crime or the rights of criminals; and court rulings on civil matters. Excludes content about political issues involving the courts or legal system, such as the election of judges or political disputes over changes in the legal system. Is this content about civil legal matters?
- 5 *Health care, public health, social services and welfare:* Content about activities, trends or issues related to public health and welfare, or about individuals or organizations associated with events, trends or issues related to public health and welfare; includes content about diseases and disease prevention, child abuse as a social problem (but not an legal problem), charities, welfare, social services, disabilities, substance abuse as a social problem (but not as a legal problem), alcoholism as a social problem; about the administration of health care systems as

that affects society; and about Medicaid or programs and about social issues, trends or problems related to providing health care. Is this content primarily about problems or issues related to health care issues or problems, welfare or social services provided to groups or individuals?

- a. **Note:** Code simultaneously as "government and politics " if the CU contains substantial additional information about the political aspects of health and welfare. This category is distinguished from "personal health" in that it focuses primarily on system-level developments, as opposed to personal effects.

Examples: A CU about political disputes over government funding of the welfare programs would be appropriately coded in both categories. A CU about welfare reform as a campaign issue would be appropriately coded in both categories.

- 6 *Education research, policy and administration:* Content about actions, issues or trends involving the governing, administration or operation of educational institutions. Content would include policy-making or governance of educational institutions; governmental policy on education and training at a system level; problems or issues associated with institutions of teaching and learning, such as drug abuse or curricula; or broad-based research related to education policy, issues or administration. Exclude content about teaching and learning in the classroom, or content about sports at educational institutions unless it relates to research, policy or administrative issues. Is this content about events, issues or trends pertaining to the administration of education programs or institutions that provide degrees or meaningful certifications?
- a. **Note:** This category is distinguished from "teaching and learning" in that it focuses on events or issues outside the classroom. It is distinguished from personal learning, personal development and career development in that it focuses on events or issues pertaining to basic education or education leading to a degree. Do not code in this category if the educational association is incidental to the primary purpose of the CU – for example, research that happens to be done by someone associated with an educational institution.
- 7 *Institution-based teaching and learning:* Content about events, trends or issues associated with organized teaching or learning that occurs within educational institutions or programs. Includes content about individuals acting within their official roles as teachers or students within such educational programs or institutions; content about events or issues within specific educational programs or institutions that lead to degrees or meaningful certifications; content about innovative learning or curricular change within a specific (or small number of) educational programs or institutions; content about extracurricular events (excluding sports) typically associated with teaching and learning in educational institutions or programs; and learning programs for personal improvement. Is this content about organized teaching and learning that goes on within educational institutions?
- a. **Note:** This category is distinguished from "education research, policy or administration" in that it focuses largely on events or issues in the school or classroom. It is distinguished from "work life" in that it focuses on events or issues pertaining to basic education or education leading to a degree as opposed to occupational or professional improvement.

- 8 *Work life*: Content about work-related issues, activities or accomplishments as they affect the individual worker. Includes professional educational events or activities for adults undertaken primarily for enhancement of career or work life; about work or career development; and about managing relationships with professional or workplace colleagues. Excludes content about sports or arts and entertainment. Is this content primarily about the work life of individuals?
- a. **Note:** See explanations above to distinguish from categories on educational policy and on teaching and learning.
- 9 *Economy, commerce, business and labor*: Content about the micro- and macro-economic functions of business or commercial organizations; about macro-economic conditions or trends; about conditions or trends within specific industries (e.g., agriculture, high technology, retailing); about trade; about labor activity; about managers or employees in business, commercial or labor functions; about government actions intended to affect the overall “health” of the economy, such as the actions of the Federal Reserve; and about trends in interest rates and economic barometers. Is this content primarily about the economy or the conduct of business or commercial activities?
- 10 *Transportation and commuting*: Content about transportation-related events, issues or trends related to the movement of people or goods, including road construction or maintenance, mass transit, shipping, commuting railroads and air travel. Exclude content about travel for pleasure, such as vacation travel. Is this content primarily about transportation issues?
- a. **Note:** This category focuses on transportation systems. Avoid automatically coding CUs about transportation companies into this category unless they pertain to transportation systems or transportation issues. For example, a CU about GM’s annual profits would be coded as “economy, commerce” but not as transportation. However, a CU about pressure on the auto industry to produce more fuel-efficient automobiles would be coded both “economy, commerce” and “transportation.”
- 11 *Utilities*: Content about system-level events, issues or trends associated with providing water and sewer service, electricity, heating oil, natural gas, telephone service and cable service to households or organizations, or about policies dealing with the provision of such services to households or organizations. Excludes advice content to homeowners. Is this content primarily about issues involving basic utility services?
- 12 *Science, technology and medical developments*: Content about the conduct or results of scientific, technical or medical research; about discoveries or advances in understanding scientific, technical or medical facts or processes; about exploration of new frontiers of scientific, medical or technical knowledge, including space, economics, biology, genetics, and so forth. Is this content primarily about scientific discovery?
- a. **Note:** This category is distinguished from "personal technology or science" in that it focuses primarily on broad scientific or technological developments. Avoid automatically double coding with personal technology or science.
- 13 *Environment, land use and habitat*: Content about the environmental quality, natural habitat, land-use decisions as they affect the environment; about environmental degradation and preservation; about water and air quality; about wildlife

management, endangered species, animal welfare and bio-diversity; and about development of park lands or preserves. Is this content primarily about the natural environment?

- a. **Note:** Do not code CUs about family pets as “environment.” Avoid double coding with “weather” or with “accidents, near-accidents ...” unless both themes are clearly evident in the CU.
- 14 *Weather:* Content that provides routine information about the weather or about events, issues or trends associated with routine weather coverage. Is this content about the weather?
- a. **Note:** Avoid double coding with “accidents, near accidents” or “environment, land use” unless both themes play central roles in the CU. Code a CU into both categories only if both the weather-related content and the accident-related content are well developed in the CU.
- 15 *Activities or events for community benefit or enjoyment:* Content about occasional non-commercial events taking place in the community intended to benefit of individuals, groups or organizations, particularly nonprofit organizations; about charitable events or activities that do not occur more than twice a year; about parades or other activities that are primarily non-commercial and do not occur more than twice a year; about traditional community activities, such as fairs or ethnic celebrations intended to celebrate heritage or for enjoyment. Is this content primarily about an occasional non-commercial event for the community or for a large segment of the community?
- a. **Note:** Commercial or quasi-commercial events should not be coded as “activities.” Exclude regular events associated with the arts, entertainment and sports. Examples: Events by professional performers should be excluded from this category, as would regularly scheduled arts and entertainment performances whether they are commercial or non-commercial. Also exclude regularly scheduled sports or recreational events. However, an infrequent or irregularly scheduled event intended primarily as a charity fund-raiser would be appropriately coded as “activities, events.”
- 16 *Accidents, near-accidents, tragedies and disasters:* Content about accidents, accidents that almost occurred, tragedies or disasters resulting from natural or human-originated events, including accidents of various kinds, fires, earthquakes, floods, hurricanes, tornadoes, avalanches or any other weather-related disasters. Typically, CUs for this category should result in damage to property, personal injury or loss of life, or they should pertain to situations in which damage to property, personal injury or loss of life was imminent. Is this content primarily about an accident, tragedy or disaster or about a near-accident or tragedy?
- a. **Note:** Do not code as "accident" CUs about acts that are criminal. If that status is ambiguous, assume "accident" rather than crime. Example: A CU about a plane crash in which a bomb is a possible cause should be coded "accident" until a criminal cause is established. Avoid double coding with “weather” unless both themes play central roles in the CU.
- 17 *Social protest and activism:* Content about individual or collective actions (typically protests) intended to promote or oppose existing social, political, environmental or

economic policies or conditions. Exclude activities intended to raise funds, such as AIDS walks or Farm-Aid, which would be coded as activities.

- a. **Note:** Do not double-code with “activities.”
- 18 *Obituaries for naturally occurring deaths and suicides:* Content about identifiable individuals who have died from natural causes or from suicide, primarily obituaries.
 - a. **Note:** Avoid coding with a second category except for “personalities and celebrities.” CUs about victims of crimes or accidents should be coded into those categories and should not be coded as “obituaries.”
- 19 *Religion and spirituality:* Content about spirituality and religion, including information about church events, religious or spiritual beliefs, religious issues or concerns, religious or spiritual cults, religious doctrine, and content about the actions of church leaders. Is this content primarily about religion or spiritual matters?
 - a. **Note:** Do not code CUs about religious educational institutions as “religion and spirituality” unless the religious/spirituality dimension is a major theme of the CU.
- 20 *Racial and ethnic minorities, gays-lesbians:* Content about activities, events or issues that are characterized explicitly or implicitly as of particular concern to historically disenfranchised members of society, specifically racial or ethnic minorities, or gays and lesbians. Does the CU specifically identify an activity, event or issue as of particular concern or interest to disenfranchised groups? Was the CU clearly created because it would seem to be of special interest to racial or ethnic minorities, or gays-lesbians-transgender individuals?
 - a. **Note:** Do not code as "minorities" simply because the story features sources who happen to be minorities. Content within the CU must be framed as a minority-related issue, activity or event. Examples: A profile of a African-American chief executive would not be coded "minorities" unless that angle has been mentioned prominently in the CU. But a CU about increased participation in women's sports in general would be coded both as "miscellaneous sports" and "women, minorities."
- 21 *Women:* Content about activities, events or issues that are characterized explicitly or implicitly as of particular concern to women. Does the CU specifically identify an activity, event or issue as of particular concern or interest to women? Was the CU clearly created because it would seem to be of special interest to women?
 - a. **Note:** Do not code as "women" simply because the story features sources who happen to be women. Content within the CU must be framed as a women-related issue, activity or event. Examples: A profile of a woman chief executive would not be coded "women" unless that angle has been mentioned prominently in the CU. But a CU about increased participation in women's sports in general would be coded both as "miscellaneous sports" and "women."
- 22 *Personal and family life:* Content about events, issues or trends associated with the social or emotional aspects of personal and family life. Includes content about rearing of children, such as discipline, social development, sex roles, work and family-oriented activities; about marriage, intergenerational relationships and other interpersonal relationships outside of work; about the impact of work on family or personal life; about relationships with parents or siblings; and about friendship and

other social relationships. Is this content primarily about private family or social relationships?

- a. **Note:** This category is distinguished from "youth-related content" in that the latter is specifically designated by the publication as intended to be of special interest to young people. It is distinguished "personal health care" in that it focuses on important social relationships as opposed to issues involving an individual's health and well-being.

23 *Personal technology or science:* Content (especially advice) about how individuals (as opposed to organizations or large collectives) may use, benefit from, be harmed by or be influenced by technological or scientific developments, including those related to computers, telecommunications systems, electronics, e-commerce, the World Wide Web, and so forth; also content about how individuals may use, enjoy or appreciate scientific knowledge or technology. Is this content primarily about how individuals can take advantage of technological or scientific developments?

- a. **Note:** This category is distinguished from "science, technology and medical developments" in that it focuses primarily on the use or application of science or technology to an individual's life or an individual's needs. Avoid double coding with "science, technology and medical developments."

24 *Food and home entertaining:* Content (typically advice or "how to" information) about food and beverage preparation (including recipes), meal-planning not specifically related to diet management and cooking for personal enjoyment; about entertaining friends, relatives or guests; about selecting wines or liquors; and restaurants and dining out. Is this content primarily about food, entertaining or dining out?

- a. **Note:** Avoid coding with "minorities, women" unless those themes are fully developed. Distinguished from "health" categories in that the emphasis is on entertainment. Avoid coding with "business, commerce" unless both the business and entertainment dimensions of a CU are prominent.

25 *Repair, maintenance, home improvement and gardening:* Content (typically advice or "how to" information) about repairs, maintenance or improvement of households or household possession. Includes content about repairs, maintenance or improvement of building and grounds (construction, landscaping, gardening) or vehicles for personal use (cars, trucks, boats, ski mobiles, and so forth) and about the characteristics of vehicles for personal use. Excludes content about financial aspects of household or vehicle operations. Is this content primarily about household or vehicle repairs, maintenance or improvement?

26 *Pets:* Content about owning or caring for family pets. Exclude content about animals raised for commercial purposes or wildlife that would not be family pets. Is this content about the care of or ownership of pets?

27 *Recreation, hobbies, travel and other leisure-time activities:* Content about leisure-time activities in which individuals are actively engaged as participants in mental or physical processes primarily for personal pleasure or enjoyment. Content includes activities such as softball, Little League, cycling, swimming, hunting, fishing, boating, skiing, weight-lifting, sewing, knitting, animal training, game-playing of any kind, gambling, collecting objects (i.e., stamps or coins), and travel for pleasure. Is this content primarily about recreational activities for individuals or groups?

- a. **Note:** Exclude content primarily about food preparation and entertaining; personal health care and diet; gardening, landscaping and home improvement; and arts, entertainment and television. Exclude school-organized team sports.
- 28 *Personal finance, consumer affairs and shopping:* Content (especially advice) about managing individual or family financial or consumer affairs, including saving, investing, retirement planning, tax planning, home financing, shopping, product purchasing, production evaluation, household budgeting, or other functions related to handling an individual's or family's finances or household management; also ordinary product recalls. Is this content primarily about handling personal or family financial matters?
- 29 *Personal health care, fitness and diet:* Content (especially advice) about maintaining good individual physical and mental health, including information about exercise and fitness, diet, weight control, stress management, sex, addictions, preventive medical treatments and individual treatment of medical conditions; and health- or medical-related aspects of personal appearance. This content focuses primarily on how individuals can “take care” of themselves. Is this content primarily about how individuals can improve their personal health, fitness or diet?
- a. **Note:** Avoid double coding with "health care issues, public health issues, social services and welfare" or with "science, technology or medical developments." This category is distinguished from those two categories in that it focuses primarily on an individual's health, fitness or diet. If the CU includes an emphasis the individual applications and systems-level developments, double coding is appropriate. Avoid double coding with “fashion” unless the CU also focuses on aspects of personal appearance related to hairstyles or personal attire. This category is distinguished from “personal and family life” in that it does not focus on relationships.
- 30 *Fashion and dress:* Content about fashion, dress, personal appearance or personal attire, including fashion shows; jewelry, foot ware, hairstyles, piercing and tattoos; and trends in fashion, hair-styles or other aspects of personal appearance that are unrelated to fitness, health or diet.
- a. **Note:** Avoid double coding with “personal health care” unless the CU also focuses on aspects of personal health care, fitness or diet. Personal appearance does not refer to appearance that’s related to medical or health conditions.
- 31 *Personalities and celebrities:* Content about the personal (as opposed to professional) lives of well-known individuals, such as actors, athletes, politicians, authors, personalities or business executives. Content should focus on providing information about the individual's personal life, as opposed to actions that the individual may be taking in his/her profession or business. Is this content primarily about the personal lives of well-known individuals?
- a. **Note:** Avoid double coding with another category unless CU emphasizes both an individual's personal life and professional activities. It is permissible to double code with "law enforcement," "accidents" or “obituaries.”
- 32 *Performing arts and entertainment:* Content about watching, listening, appreciating or understanding live or mediated performances, including live or recorded music; theater, revues, cabaret acts, standup comedy and other live or recorded performances; performance art; films or videos; television and radio programming;

online amusements; pornography; quasi-sports events in which the participants are not competing or in which the competition is scripted (e.g., professional “rassling,” figure-skating exhibitions or performances). Is this content primarily about performances for the purpose of entertaining individuals?

- a. Note: Content about the business aspects of arts and entertainment should be double-coded with "economy, commerce." Avoid double coding with “activities,” “recreation” or “news media.” If the content focuses primarily on individuals taking part in performing arts as a recreational activity, code only as “recreation.” If the content focuses on arts education, code only in one of the education categories. Generally exclude sporting events, unless they non-competitive and intended primarily for audience amusement.

33 *Architecture, books and non-performing arts and entertainment*: Content about watching, listening, appreciating or understanding non-performing arts entertainment and architecture, including museums, galleries or exhibitions; public art or sculpture; reading for personal pleasure and architectural criticism or commentary. Is this content primarily about architecture, reading for pleasure or non-performance arts or entertainment?

- a. Note: Content about the business aspects of architecture, books, arts and entertainment should be double-coded with "economy, commerce." Avoid double coding with “activities,” “recreation” or “news media.” If the content focuses primarily on individuals taking part in non-performing arts as a recreational activity, code only as “recreation.” If the content focuses on arts education, code only in one of the education categories. Reading related to formal education should be categorized in one of the educational categories. This category focuses on reading for pleasure.

34 *News media*: Content about the practices, issues, ethics and concerns of the news media, information media and journalists, including magazines, newspapers, television news, radio news, online news services and so forth. CUs should focus on the practices of the news and information media (including new media). This category is distinguished from “arts, entertainment” in that it focuses primarily on the creation of non-fictional content. Is this content primarily about the non-business aspects of the news media?

- a. **Note:** Content about business aspects of the news media should be coded both as "news media" and "economy, commerce." Particularly avoid double-coding with “arts, entertainment” unless both content dimensions are fully developed in a CU.

35 *Men's professional or Olympic sports*: Content about men's competitive sports events (or individuals and teams that participate in such events) in which participants are paid or that involve or are intended to provide preparation for Olympic competition, or pro-am events in which amateur participation is secondary. Is this content primarily about a men’s professional or Olympic sports event or team or about a participant in such a sport?

36 *Women's professional or Olympic sports*: Content about women's competitive sports events (or individuals and teams that participate in such events) in which participants are paid or that involve or are intended to provide preparation for Olympic competition, or pro-am events in which amateur participation is secondary. Is this

content primarily about a women's professional or Olympic sports event or team or about a participant in such a sport?

- 37 *Mixed-gender professional or Olympic sports*: Content about mixed-gender competitive sports events (or individuals and teams that participate in such events) in which participants are paid or that involve or are intended to provide preparation for Olympic competition, or pro-am events in which amateur participation is secondary. Is this content primarily about mixed-gender professional or Olympic sports event or team or about a participant in such a sport?
- a. **Note:** For sports in which there are separate events for men's and women's competitions, code each separately. Use this category only for competitions in which men and women compete directly against one another.
- 38 *Men's and boys school-based sports*: Content about men's or boys amateur competitive sports events (or individuals and teams that participate in such events) that are sponsored by educational institutions or organizations associated with educational institutions. Is this content primarily about a men's school-based sports event or team or about a participant in such a sport?
- a. **Note:** Do not double code with recreation.
- 39 *Women's or girls school-based sports*: Content about women's or girls amateur competitive sports events (or individuals and teams that participate in such events) that are sponsored by educational institutions or organizations associated with educational institutions. Is this content primarily about a women's school-based sports event or team or about a participant in such a sport?
- a. **Note:** Do not double code with recreation.
- 40 *Mixed-gender school-based sports*: Content about mixed-gender competitive sports involving teams or individuals that are associated with educational institutions or organizations associated with educational institutions. Is this content primarily about a mixed-gender school-based sports event or team or about a participant in such a sport?
- a. **Note:** For sports in which there are separate events for men's and women's competitions, code each separately. Use this category only for competitions in which men and women compete directly against one another. Do not double code with recreation.
- 41 *Miscellaneous sports topics or issues*: Content about sports, particularly issues or trends, not specifically associated with gendered sports events, individuals or team. Excludes routine coverage of sports events or routine coverage of individuals or teams participating in such events. Is this about sports issue or trend or about trends or issues associated with a sports event?
- 42 *Comics, brights, amusements or syndicated features*: Visual or text content – particularly regular columns or features – published primarily to entertain or amuse, or that function as curiosities; includes short items clearly intended to show the “lighter” side of the news; comic strips or cartoons; fictional or non-fictional features intended primarily to entertain, amuse or satisfy reader curiosity; and columns that are intended to be humorous; or regular features published as curiosities, such as Today in History, trivia or news quizzes, jokes or humorous anecdotes, Born Today, and so forth. Excluded are opinion features or columns devoted to specific topics (e.g., automotive, gardening, health, marriage or home repair columns) or to

syndicated political comment or analysis. Is this material intended primarily for amusement, entertainment or general advice?

a. **Note:** Do not code a second category. Also, CU's need not be provided by syndicates or news services to qualify for this category, though most will be.

43 *Youth-related content:* Content either identified specifically or presented visually as having special appeal to "younger readers," such as sections of content for teens or children. Is this content specifically identified, either through text, labeling or design, as intended for younger readers?

a. **Note:** Do not double-code with "family life." It is permissible, however, to double code with other appropriate topic categories.

44 *Corrections:* Corrections or clarifications about content published in previous editions.

a. **Note:** This category cannot be double coded.

45 *Other:* Content for which none of the categories above seems appropriate.

a. **Note:** This category cannot be double coded.

Missing or Not classifiable: Content cannot be classified because it is illegible. Leave blank.

b. **Note:** This category cannot be double coded.

Locality

CD: The geographic area about which the CU is written or created.

OD:

1 *Local-regional:* Content on events, trends, issues, individuals or groups within the cities, counties, states or provinces in which the newspaper circulates. Code as "local-regional" if:

- a. The dateline (or originating location in the case of a photograph or info-graphic) of a CU is within the primary circulation territory of a newspaper or within a state that includes part of the paper's primary circulation territory (its home state or states); or
- b. The CU appears on the paper's local and/or regional news pages (including articles with datelines outside the paper's primary circulation territory or outside its home state or states); or
- c. There is no dateline but the CU is about a local or regional event, trend, issue, individual or group.

2 *Domestic:* Content about events, issues, trends, individuals or groups within the United States but outside the cities, counties, states or provinces in which the newspaper circulates. Code as "domestic" if:

- a. A CU's dateline (or originating location in the case of a photograph or info-graphic) is within the United States but outside the paper's home state or states or its primary circulation territory.
- b. No dateline but CU is about an event, trend, issue, individual or group that is within the United States but outside the paper's home state or states or its primary circulation territory.

- 3 *International*: Content about events, issues, trends, individuals or groups outside the United States or outside a province in which the newspaper circulates. Code as “international” if:
 - a. A CU’s dateline (or originating location in the case of a photograph or info-graphic) is outside the United States and outside a province in which the newspaper circulates.
- 4 *Location not specified*: Content units in which events, issues, trends, individuals or groups have no attachment to a discernible location or for which location cannot be identified. Code as “location not specified” if:
 - a. The CU does not clearly fit any of the coding categories above; and
 - b. The CU has no dateline or no apparent originating location; and
 - c. The CU has no connection or affinity to a particular geographic location (e.g., the United States, Nebraska, New York City, France, and so forth);
or
 - d. The CU has no dateline and prominently contains angles with conflicting localities, making it impossible to assign an appropriate code.

Personalization

CD: Content in which information about an individual (or small group of individuals) plays a central role in the construction of a narrative about an event, issue or trend.

OD: Code CUs as “personalized” if an individual (or small group of individuals) is mentioned prominently in the article (within the first six paragraphs); if the individual is identified by name; and if the role of individual in the narrative is to be an example or exemplar of an event, issue or trend. In a personalized CU, an individual’s characteristics or situation function primarily as a vehicle for discussing an issue, trend or event. Exclude CUs that summarize collective efforts, such as meetings or team events, in which individuals are identified but not singled out as examples or exemplars of an event, issue or trend.

Note: Do not code informational graphics, stand-alone art, editorial cartoons or miscellaneous content types as “personality-driven.” Do not code topics “personalities, celebrities” or “obituaries, suicides” as personalized.

Content Type

CD: Characteristics of presented in a CU. Code “content type” as follows:

1. *Routine news article*. Any CU that 1) appears with display type unique to that article – in other words, the display type does not recur across similar articles on other dates; 2) has a narrative structure or follows a Q&A format; and 3) has as its central purpose providing a timely summary of a future or past occurrence, typically an event. A routine news story need not use a summary lead or be written in inverted pyramid style. It is distinguished from other content types by its purpose, which is to quickly provide information about an occurrence using ordinary information-gathering

standards. The value of that information to readers would decline substantially if its publication were delayed.

2. *Feature article.* Any CU that 1) appears with display type unique to that article – in other words, the display type does not recur across similar articles on other dates; 2) has a narrative structure or follows a Q&A format; 3) and has as its central purpose providing information about an individual, organization, situation or event that would not diminish substantially in its value if publication were delayed. (A “news feature” – one type of story in this category – typically provides additional explanation or elaboration about a topic in the news or provides non-timely information about government or public affairs.) A feature story can make use of conventions associated with “soft news,” which may include the use of indirect leads, the inclusion of a substantial amount of descriptive information, the use of first or second person, and an effort to personalize the account. A feature is distinguished from other content types by its central purpose, which is to provide an account about an individual, organization, situation or event that is not linked or is only loosely linked to recent news events, that is not time-sensitive.
3. *News analysis.* Any CU that appears with display type unique to that article and that is formally labeled as “analysis,” “news analysis,” “opinion” or “commentary. The CU would provide author’s assessment or analysis of a topic or situation recently in the news.
4. *Columns, reviews or commentaries.* A CU in which the author’s personal opinions or assessments are 1) featured prominently and 2) appear to be published on a regular or frequent basis. The CU would be characterized by a narrative structure or Q&A format, and the CU must be used in conjunction with a logo, standing headline or other visual device that designates the CU as something other than a routine news, feature, news feature or news-feature article. The CU must specifically identify the author. Includes regular columns, reviews, advice columns.
5. *Listings, calendars or informational features.* A CU that 1) provides information in a recurring format in the publication; 2) is organized as a listing or set of discrete facts or as an amusing visual, such as a comic; 3) does not include the opinion or assessment of the author; and 4) is used in conjunction with a logo, standing headline or other visual device that designates the CU as something other than a routine news, feature, news feature, news analysis or column. The CU must not specifically identify the author.
 - **Note:** Includes such items as Today in History, Trivia Quiz, Community Calendar, Entertainment Calendar, Police Runs, Births, Ripley’s Believe It or Not, and so forth. CUs in this category do not have a unique headlines, which distinguishes them from Insiders or brief news stories.
6. *Reader letters or comments.* A non-recurring CU in which an individual who is not on the staff expresses his or her opinions. The CU must be specifically designated as a comment, letter or opinion from a reader.
7. *Civic journalism/public journalism.* A CU that represents efforts to re-engage readers with public-life issues and is specifically labeled as having such a purpose. The CU must involve information gathering from local authors.
8. *Special reports, investigations.* A CU that involves special information gathering by the newspaper or an unusual commitment of organizational resources to the creation

of the CU. To be coded as “special reports, investigations,” the CU must 1) be locally produced, 2) begin on Page 1 or a section page, and 3) take up (or appear to take up) the equivalent of at least one full page of the newspaper (including sidebars, photos, graphics, briefing boxes and so forth). If two or more related CUs begin on Page 1 or a section page, code both/all as “special reports, investigations.”

9. *Stand-alone art or informational graphics.* A CU that marries text and visuals to create a narrative that can stand on its own. Excludes cartoons or simple bar charts or graphs that accompany CUs.
10. *Other.* CU’s that legible but cannot be appropriately coded into the above categories.

Author

CD: The creator of a CU.

OD: Code as follows on the basis of the CU’s byline, credit line, end tag or photo credit.

1. Staff written or staff generated, including CUs from staff writers, newspaper bureaus, correspondents or free-lancers who appear to be associated with the publication (for example, CU’s designated as “Special to the XXXX.”)
2. Non-staff written, including wire services and syndicates.
3. Staff and non-staff written, generally compiled articles or CUs in which authorship is shared by someone who is apparently a staff member and someone who is not.
4. Authorship not apparent.

Note: If an article is not credited, code according to these guidelines:

- If CU appears in the local news pages, code as “staff written.”
- If CU appears on national or international pages, code as “non-staff written.”
- If CU appears in the business, sports or features sections and has a clear local angle, code as “staff written.”
- If the author of a CU is identified but described in a way that makes classification ambiguous, “code as authorship not apparent.”
- Otherwise, code non-credited articles as “authorship not apparent”

Photos

CD/OD: A half-tone black-and-white or process color photograph. Exclude visual devices such as graphics, logos, standing heads or composites that may have photographs as only one element of a graphic device. Also exclude photos that “stand alone,” as they should be coded as their own CU. Code the number of photos associated with a CU. Code “0” is no photos accompany a CU.

- **Note:** If photos accompany several CUs presented as a package and are not specifically linked to a particular CU, assign the photos to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if photos can be clearly linked to specific CUs within a package, either visually or logically, code with appropriate CU. Always leave blank with Type = 9.

Graphics

CD/OD: A non-recurring non-photographic or composite photographic/non-photographic visual appearing with a CU. A graphic would include a map, chart, graph or illustration that is intended to supplement a CU but would not be able to “stand alone” as its own CU. Exclude logos, standing heads or other visual devices that simply tag or label content. Also exclude briefing boxes, key points or summaries that highlight the main points of a CU, even if briefing boxes contain an illustration. (See explanation below.) Code the number of graphics appearing with a CU. If no graphics appear with CU, code as "0."

- **Note:** Code as graphics any illustration, chart, graph or other non-photographic visual device intended to help illustrate a CU or to complement a CU. If both a briefing box and graphic accompany a CU but seem visually distinct from each other, it’s appropriate to code the presence of both. Also, any visual device that combines photography and illustrations, charts or graphs should be coded as graphics. If graphics accompany several CUs presented as a package and are not specifically linked to a particular CU, assign the graphics to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if graphics can be linked to specific CU’s within a package, either visually or logically, code with appropriate CU. Always leave blank with Type = 9.

Logos and standing heads

CD/OD: A recurring visual or recurring display type that tags or labels a CU. Exclude page flags (e.g., Metro, National, Business) that identify an entire page or group of items as having content of a specific type. Also exclude standing heads that appear with briefing boxes. Code number of “logos” associated with a CU. If no logos appear with CU, code as "0."

Note: For columns of briefs that appear with a standing head or logo, code “logos” only with the lead item. Code “logos” with CUs that do not have unique headlines, such as columns, calendars, listings or informational features. If “logos” accompany several CUs presented as a package and are not specifically linked to a particular CU, assign the “logo” to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if “logos” can be linked to specific CU’s within a package, either visually or logically, code with appropriate CU.

Briefing

CD/OD: A largely text-based device that summarizes key points or primary points of an article or adds brief additional points. A briefing box is graphically distinct from a regular

text-oriented CU by using special type, larger type or other visual devices that set it apart from the CU. It should add related information to a CU or summarize main elements of the CU. It is distinguished from a CU in that it could not reasonably stand as its own narrative outside the context in which it appears with a CU. Small graphic elements that give results of sports events (with an associated CU) or that provide details about a concert or performance (e.g., time, location, cost) should be coded as briefing boxes. Code number of “briefings” associated with a CU. If no “briefings” appear with CU, code as "0" except for Type = 9, which should be left blank.

- **Note:** If a briefing box appears as part of a package and is not specifically linked to a particular CU, assign the briefing box to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if the briefing box can be linked to specific CUs within a package, either visually or logically, code with appropriate CU. If a graphic is an integral part of a briefing box, do not code separately as a graphic; code only as a briefing box. However, if a graphic is visually distinct from an associated briefing box, it is appropriate to code as both.

Refer

CD/OD: A sentence or phrase with a CU or associated with a CU that directs readers to related or additional information *within* the publication (excluding its website). The sentence or phrase must be visually distinct from the body type of the article. Code number of “refers” associated with a CU. If no refers appear with CU, code as "0" except for Type = 9, which should be left blank. Each distinct reference to related or additional content is considered a separate refer.

- **Note:** Refers can be part of briefing boxes or can "stand alone" near the related CU. Examples: "Related story, Page X" or "Blah blah blah blah, Page X." If a “refer” appears as part of a package and is not specifically linked to a particular CU, assign the “refer” to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if the “refer” can be linked to specific CUs within a package, either visually or logically, code with appropriate CU.

More

CD/OD: A sentence or phrase within a CU or associated a CU that directs readers to additional or related information *outside* the publication, including publication's website. The sentence or phrase must be visually distinct from the body type of the article. Code “1” if one or more “mores” are associated with a CU. If no “mores” appear with CU, code as "0" except for Type = 9, which should be left blank.

- **Note:** Mores can be part of briefing boxes or can appear within or near the related CU. Do not code as a “more” regular body text with similar information; the more information should be graphically distinct from

standard body text. Examples: "For more information, call XXX-XXXX" or "For more information, see www.xxxxx.com." If a "more" appears as part of a package and is not specifically linked to a particular CU, assign the more to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if the "more" can be linked to specific CUs within a package, either visually or logically, code with appropriate CU.

Ask

CD/OD: A sentence or phrase associated with a CU that asks readers to provide their opinions or views about an issue. The sentence or phrase must be visually distinct from the body type of the article. If no "asks" appear with a CU, code as "0" except for Type = 9, which should be left blank.

- **Note:** An "ask" is a specific solicitation of reader feedback; the content must go beyond providing a way for readers to contact a writer or publication and must request a response. If an "ask" appears with a "logo," code both as a "logo" and as an ask. If an "ask" appears as part of a package and is not specifically linked to a particular CU, assign the more to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if the "ask" can be linked to specific CUs within a package, either visually or logically, code with appropriate CU.

Contact

CD/OD: A sentence or a phrase associated with a CU that provides information that would allow a reader to contact an author or the publication. The sentence or phrase must be visually distinct from the body type of the article. If no "contacts" appear with CU, code as "0" except for Type = 9, which should be left blank.

Note: A contact does not make a specific solicitation of reader feedback. It simply provides information that allows the reader to contact the publication or an author if he or she wishes to do so. If a "contact" appears as part of a package and is not specifically linked to a particular CU, assign the more to the main CU in the package. Determine the main CU primarily by the position in the package (at the top) or secondarily by the size of the display type (larger type should be associated with the main article). However, if the "contact" can be linked to specific CUs within a package, either visually or logically, code with appropriate CU.

Paragraphs

CD/OD: The number of complete paragraphs in the text portion of a CU, excluding CUs that are primarily visual, such as photos or informational graphics. Code only CUs that

are complete – any CU that does not jump or any CU that begins on Page 1 and for which we have photocopied the jump pages. For CUs that are not complete (for which paragraphs will not be coded), leave blank. Also, if Type = 9, leave blank.

Sources

CD: The number of sources of information cited any CU that is complete – for any CU that does not jump or for any CU that begins on Page 1 and for which we have photocopied the jump pages. For CUs that are not complete (for which sources will not be coded), leave blank.

OD: Guidelines for counting sources:

- Code only CUs that begin on Page 1 or that are complete on other pages. Do not code for sources any CU that is not
- Each CU that is coded for sources has a minimum of one source.
- Count as a source each unique identified individual or identified document used as a source (e.g., “Jones said,” “According to Smith,” “Brown told police that,” “according to the police report,” “according to the congressional study”).
- Count as one source per CU reference to specifics unidentified human sources (“according to officials,” “sources say that,” “from what the informer was saying...”, “the U.N. reports said”). For any CU, allot only one source for all such references unless the number is specified within the CU. For example, if there are multiple references to “officials” or “unidentified sources,” consider all such references only a single source. If, however, the CU makes reference to “three officials” or “two unidentified sources,” count the number identified – e.g., three or two.
- Count as one source per CU reference to specifics unidentified documentary sources (“according to reports,” “documents say that,” “from what the report was saying...”, “the U.N. papers said”). For any CU, allot only one source for all such references unless the number is specified within the CU. For example, if there are multiple references to “reports” or “documents,” consider all such references only a single source. If, however, the CU makes reference to “three reports” or “two documents,” count the number identified – e.g., three or two.

Coding for sources:

1. One source identified.
 2. Two or three sources identified.
 3. Four or five sources identified.
 4. Six through nine sources identified.
 5. 10 through 19 sources identified.
 6. 20 or more sources identified
- Missing, not applicable, can't determine – leave blank

Reporters

CD: Journalists responsible for creation of a CU in a publication.

OD: The number of individuals listed in a byline as an author of a CU.

Coding: Code the number of individuals in the byline. If type = 6 or type = 9, leave blank (missing).

Variables to be coded

The coding unit is the CU. For each CU, record the following variables:

- *CU*: Assign each CU that you code a unique five-digit number beginning with designated coder identification. For example, the first CU I code would be 30001, the second CU would be 30002, and so forth. Coder identification numbers:
 - 1 Spring
 - 2 Randy
 - 3 Other coder

- *Head*: First two words of the main display type associated with a CU. Code as an alphanumeric variable.

- *Pcode*: Code paper name as follows:
 - 01 Star-Ledger
 - 02 Seattle Post-Intelligencer
 - 03 Rocky Mountain News
 - 04 Washington Post
 - 05 Los Angeles Times
 - 06 Chicago Tribune
 - 07 Boston Herald
 - 08 Tulsa World
 - 09 Knoxville News-Sentinel
 - 10 Fresno Bee
 - 11 Cincinnati Enquirer
 - 12 Journal-News (White Plains, NY)
 - 13 Express-Times (Easton, PA)
 - 14 Charleston Gazette/Daily Mail
 - 15 Columbian (Vancouver, WA)
 - 16 Times Record News (Wichita Falls, TX)
 - 17 Sun Herald (Biloxi, MS)
 - 18 Tallahassee Democrat (FL)
 - 19 Tiller & Toil (Larned, KN)
 - 20 Rock Island (IL) Argus
 - 21 Saratogian (Saratoga Springs NY)
 - 22 Opelika-Auburn News (Opelika, AL)
 - 23 Pot Huron (MI) Times-Herald
 - 24 Daily News Leader (Stauton, VA)

- *Issue*: Month and day of publication coded as follows (all dates 2004):

- 1 Sunday, 23 May
- 2 Monday, 7 June
- 3 Tuesday, 10 August
- 4 Wednesday, 14 January
- 5 Thursday, 18 March
- 6 Friday, 8 October
- 7 Saturday, 11 September
- 8 Saturday, 4 September
- 9 Replacement date (see research notes)

- *Page*, which is the page of publication for the CU

- 1 Page 1
- 2 Main national page (or nation/world, if combined)
- 3 Main international page
- 4 Main local or regional page
- 5 Main business page
- 6 Main feature page
- 7 Main sports page
- 9 Replacement page (see research notes)

- *Locality*

- 1 Local-regional.
 - 2 Domestic
 - 3 International
 - 4 Locality not specified
- Missing-leave blank

- *Author*

- 1 Staff written, staff generated
 - 2 Non-staff written
 - 3 Staff and non-staff written (shared)
 - 4 Authorship not apparent
- Missing-leave blank

- *Type*
 - 1 Routine news article
 - 2 Feature article
 - 3 News analysis
 - 4 Columns, reviews or commentaries
 - 5 Listings, calendars or informational features
 - 6 Reader letters or comments
 - 7 Civic or public journalism (must be labeled as such)
 - 8 Special reports, investigations (special information-gathering efforts)
 - 9 Informational graphics, stand-alone art
 - 10 OtherMissing-leave blank

- *Personalization*. Code as "1" if CU meets criteria for personality-oriented, code "0" if it does not. If Type = 9, leave blank.

- *Topic1* and *Topic2*, which are the two topics for the CU. If no second topic, code *Topic2* as zero.

1	Government and politics
2	Diplomacy, military affairs and security
3	Crime, law enforcement and justice
4	Civil justice
5	Health care, public health, social services and welfare
6	Education research, policy and administration
7	Institution-based teaching and learning
8	Work life
9	Economy, commerce, business and labor
10	Transportation and commuting
11	Utilities
12	Science, technology and medical developments
13	Environment, land use, habitat
14	Weather
15	Activities or events for community benefit or enjoyment (non-commercial)
16	Accidents, near-accidents, tragedies, disasters
17	Social protest and activism
18	Obituaries for naturally occurring deaths and suicides
19	Religion and spirituality
20	Racial and ethnic minorities and gays-lesbians
21	Women
22	Personal and family life
23	Personal technology or science
24	Food and home entertaining (also dining out)
25	Repair, maintenance, home improvement and gardening
26	Pets
27	Recreation, hobbies, travel and leisure-time activities (active)
28	Personal finance, consumer affairs and shopping (also recalls)
29	Personal health care, fitness and diet
30	Fashion and dress
31	Personalities and celebrities (personal, non-professional life of well-known people)
32	Performing arts and entertainment
33	Architecture, books and non-performing arts and entertainment
34	News media (primarily journalism)
35	Men's professional/Olympic sports
36	Women's professional/Olympic sports
37	Mixed-gender professional/Olympic sports
38	Men's/boys' school sports
39	Women's/girls' school sports
40	Mixed-gender school sports
41	Miscellaneous sports topics, issues
42	Comic, brights and amusements
43	Youth-related content (specifically identified to appeal to youths)
44	Corrections
45	Other
46	Primary topic cannot be identified
	Missing or unable to read-leave blank

- *Photos*: Code number w/ CU. If Type = 9, leave blank.
- *Graphics*: Code number w/ CU. If Type = 9, leave blank.
- *Logos*: Code number w/ CU.
- *Briefing*: Code number w/ CU. If Type = 9, leave blank.
- *Refer*: Code number w/ CU. If Type = 9, leave blank.
- *More*: Code if present (0 = absent, 1 = present). If Type = 9, leave blank.
- *Ask*: Code if present (0 = absent, 1 = present). If Type = 9, leave blank.
- *Contact*: Code if present (0 = absent, 1 = present). If Type = 9, leave blank.
- *Paragraphs*: Code number for all complete CUs. (If Type = 9, leave blank, or if a CU is not complete, leave blank.
- *Reporters*: Code the number of individuals in the byline at the top of the article. Ignore any end credits. If type = 6 or type = 9, leave blank (missing).
- *Sources*: Code number for all complete CUs. (If Type = 9, leave blank, or if a CU is not complete, leave blank.

1. One source
2. Two or three sources
3. Four of five sources
4. Six through nine sources
5. 10 through 19 sources
6. 20 or more sources

Missing, not applicable or can't be determined – leave blank