

Course Description

A. COVER PAGE

Date of Submission: September 2011

1. Contact Information

School Course List Contact: Nancy Ivey, Vice Principal nivey@wccusd.net

Teacher Contact First Name: Don **Last Name:** Peterkin

Title/Position: English/Journalism teacher

Phone: 510.231.1437 **Ext.:** n/a

E-mail: dpeterkin@wccusd.net

District Course List Contact: Antoinette Henry-Evans

Title/ Position: Senior Director, Curriculum and Instruction

Phone: 510. 231.1128 **Email address:** ahenry-evans@wccusd.net

2. Course Description

Course Title: Journalism

Transcript Title(s) / Abbreviation(s): Journalism, Journalism I

Transcript Course Code(s) / Number(s): IMPORTANT: NEED TO ADD COURSE CODE ***

Seeking "Honors" Distinction:

No

Yes, AP

Yes, IB (higher level)

Yes, IB (standard level)

Yes, Other Honors

Subject Area:

History/Social Science ("a")

History/Social Science - US History

History/Social Science - Government

History/Social Science - World
History/Cultures/Geography

English ("b")

- English
- English Language Development/English as a Second Language
- Mathematics ("c")
- Laboratory Science ("d")
- Language other than English ("e")
 - Visual & Performing Arts ("f")
- Elective ("g")
 - College Prep Elective - History/Social Science
 - College Prep Elective - English
 - College Prep Elective - Mathematics
 - College Prep Elective - Science
 - College Prep Elective - Visual & Performing Arts
 - College Prep Elective - Interdisciplinary
 - College Prep Elective - Other

Grade Level(s) for which this course is designed: Unit Value:

- | | |
|--|---|
| <input type="checkbox"/> 9 | <input type="checkbox"/> 0.5 (half year or semester equivalent) |
| <input checked="" type="checkbox"/> 10 | |
| <input checked="" type="checkbox"/> 11 | <input checked="" type="checkbox"/> 1.0 (one year equivalent) |
| <input checked="" type="checkbox"/> 12 | <input type="checkbox"/> Other: |

3. Previously Approved Courses

Complete outlines are not needed for courses that were previously approved by UC.

Was this course previously approved?

- Yes
- No

If yes, select all that apply.

A course reinstated after removal within 3 years.

Year removed from list: _____

Same course title? Yes No

If no, previous course title: _____

An identical course approved at another school in same district.

Which school?_(NOTE: Journalism I has been approved in other Districts; however, this course outline/course description is newly developed.)

Same course title? Yes No

If no, course title at other school? _____

Approved International Baccalaureate (IB) course

Approved CDE Agricultural Education course

Approved P.A.S.S./Cyber High course

Approved UCCP/UCI course

Approved ROP/C course.

Approved A.V.I.D. course

Approved C.A.R.T. course

Approved Project Lead the Way course

CSU Expository Reading and Writing courses

Other. Explain: _____

Advanced Placement Course

If Advanced Placement, has it been authorized by the College Board through the AP Audit process? Yes No If not, please explain

why: _____

If in progress, date submitted to AP: _____

Is this course a resubmission Yes No If yes, date(s) of previous submission?
May, 2011

Title of previous submission? Journalism I (*This revision is a slightly updated version of the original submission that includes information on the use of text in each unit as well as additional art assignments.*)

Is this an Internet-based course Yes No

If yes, who is the provider? PASS/Cyber High Other: _____

Is this course modeled after an UC-approved course from another school outside your district Yes No

If so, which school(s)?, etc.

Course title at other school? *(However, Journalism classes have been approved as a-g courses at other high schools. And the teachers involved in developing the course did review other Journalism and Writing courses prior to working on this course description.)*

Is this course classified as a Career Technical Education?

Yes No

If Yes:

Name of Industry Sector: Arts, Media, and Entertainment/Communications

Name of Career Pathway: primarily:Media and Design with some aspects of Production and Management

4. Catalog Description

Journalism introduces students to the purpose, history, and importance of journalism as a form of written, oral, and visual communication. Students develop and apply their writing skills in assignments and projects involving. Strong emphasis is placed on knowledge of critical thinking and journalistic writing techniques, application of writing principles, professionalism and ethnics in the context of writing and producing a school newspaper and other publications, and the development of college and career readiness knowledge and skills.

Pre-Requisites: English I or ELL English 3 or 4 (required)

Co-Requisites: Media Academy students will also be enrolled in at least two other Academy college-preparatory core academic classes that will be flavored with the theme of communications, media, and design (Academy English, History/Social Science, and Science). (Recommended)

5. Optional Background Information

Context for Course (optional): Journalism is offered as part of a media/communications learning community for students enrolled in a "school within a school" - the Media Academy. Many students will have already taken English with a communications slant and a course in multimedia. In addition, The Media Academy partners with local colleges and universities as well as with professional journalists and partners from local communications/media companies who also serve as mentors and consultants for student projects.

History of Course Development: Journalism is typically an a-g course in many other Districts. Currently, the high schools in our District offer a Journalism 2 course that is a-g approved and there are other a-g English electives such as Film Studies available; however, until now, journalism has not been an a-g course. This summer a group of teachers worked together to develop a journalism curriculum and course description that would qualify Journalism as an a-g course. The teachers involved in the development of Journalism have strong Language Arts backgrounds and communications backgrounds. Members of the Academy Advisory Board also provided input in the development of course content and assignments.. In addition, the English/journalism teachers/course developers also worked with a University of California expert on curriculum and instruction. As part of our process, we reviewed multiple high school, college and university journalism texts, course descriptions and syllabi; these, too, informed the course development work.

6. Texts and Supplemental Instructional Materials

Textbook(s) Primary Texts:

Journalism Today, Ferguson, Donald, Glencoe/McGraw-Hill, 7th edition, 2004

The Radical Write, Hawthorne, Bobby, Jostens, 2nd edition, 2003

Supplemental Texts:

Associated Press Guide to News Writing: The Resource for Professional Journalists, Peterson's, 3rd edition, 1999

The Reporter's Notebook: Writing Tools for Students, Mark Levin, Mind Stretch, 2000

School Newspaper Adviser's Survival Guide, Patricia Osborn, Jossey-Bass, 1998

Also:

San Francisco Chronicle

New York Times

Washington Post

Time Magazine

Exemplars from award-winning high school and college newspapers

<http://www.hsj.org> My High School Journalism

<https://owl.english.purdue.edu/writinglab/> Purdue Writing Lab

National HS Journalism Groups:

Student Press Law Center

Journalism Education Association

Columbia Scholastic Press Association

Quill and Scroll

National Scholastic Press Association
Dow Jones New Fund

Each student will:

- Understand basic concepts, elements, and terminology that define journalism as a form of communication.
- Comprehend the developmental process of news from its initial inception as an idea of a story worth sharing through the organizational processes of a school newspaper to its publication/dissemination
- Analyze, derive meaning from, and evaluate articles, editorials, and features stories by professional journalists.
- Acquire various professional journalistic techniques
Define and describe journalistic style and various journalistic techniques and formats using the language of journalism and communication to express observations with regard to aesthetic, technical, narrative, and ideological qualities.
- Read and analyze newspapers and magazines (including online publications) for their thematic and technical elements as related to journalism.
- Develop knowledge and skills in technical aspects of journalism writing and productions.
- Learn basic observation, interview and writing techniques for professional and scholastic journalism and apply them in a range of class assignments and projects
- Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing written assignments embedded in the course work. Writing assignments will primarily include news writing, feature writing, sports writing, and editorials; however, they will also include narrative, expository, persuasive, descriptive, analytical, and reflective writing as well as research papers and criticism.
- Read & understand exemplars of professional texts. Analyze & synthesize information about journalism processes, productions, design, as well as the cultural and historical impact of journalism, especially in regard to its reflection of & influence on society.
- Compile complex material from a range of information sources for a research project related to journalism, organize and present findings effectively in a critical research paper and an oral presentation.
- Experience, describe, and reflect on the operation of a school newspaper

- with regard to both writing genres and technical aspects
- Read and understand both a range of journalism stories and editorials as well as texts and articles about journalism.
 - Analyze and synthesize information about the cultural and historical impact of journalism, especially in regard to its reflection of and influence on society.
 - Compare and contrast journalism from various historical eras and/or global societies. Research and write an analytical essay regarding the influence of a specific cultural context on a particular well-known example or genre of journalism. (i.e., muckraking)
 - Compile complex material from a range of information sources for a research project, organize and present findings effectively in an oral presentation and in a critical research paper.

Students will also apply their growing knowledge and understanding of journalism in the production of a school newspaper (both print and online) and magazine.

- * To participate as a team member scheduling, organizing, negotiating and communicating with other group members in all phases of newspaper/magazine production, from preproduction planning through assigning stories, writing, and editing, revision, production, and postproduction phases. Write an analytical paper describing newspaper/magazine production process and analyzing learning that occurred and the relationship of elements of the student's own growing journalistic knowledge and skill to aspects of journalism and journalism production studied in class
 - Identify quality. In an analytical essay, the student will compare and contrast elements of her/his own journalistic writing and news production with some of the professional exemplars of journalism and media communication studied in class.
 - Complete a professional portfolio that documents growth in knowledge and skills and achievement of standards in communication arts, design, and literacy,

COURSE CONTENT

Course Purpose. What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.

'One purpose of the course is to develop each student's craft as a writer and journalist; another purpose is to inspire students to report with integrity, to write with passion and authority, and to edit with persistence and precision.

The class uses two primary texts.: One is focused on traditional journalism and includes traditional "formulas" for the standard journalism stories and articles - the inverted pyramid, summary and quote leads, and other traditional approaches.. The other encourages each student to "be radical" and "focus on message, not outdated formulas," (emphasizing) "high quality writing," and (developing) her/his own voice." Both approaches have value as students hone their knowledge and skills as journalists and writers.

Each student will acquire the following enduring understandings:

- A free press is a founding principle of journalism and democracy.
- Journalists write with different purposes in mind.
- Journalism's first obligation is to the truth
- There is a process to gathering news.
- People rely on a variety of resources to obtain information
- Listening and accurate note-taking skills are critical for learning to write accurate news articles.
- Journalism is in its essence a discipline of verification.
- Journalists must maintain an independence from those they cover
- Writing, editing, and revising are essential to effective journalism.
- Journalists strive to make the significant interesting and relevant
- Effective written communication and proper usage of grammar and mechanics promote fluency of communication.
- Ethics are essential in journalism and life.

In addition, the course has the following goals related to writing::

- * To develop the student's ability to recognize and value good writing (artistic perception and aesthetic valuing), that is to equip each student with the perspectives and tools by which s/he can come to an informed, intelligent analysis and judgment of writing, media and communication
- * To broaden the student's appreciation of the work of professional journalists -both contemporary and historic - and the ways in which they impacted society and history.
- * To encourage the student to make connections between journalism and the impact of the political, social, and intellectual milieu in which it is produced.

California Standards addressed: (a partial listing)

Reading

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development -Students apply their knowledge of word origins to determine the meaning of new words

encountered in reading materials and use those words accurately.

Vocabulary and Concept Development

1. 1.3 Discern the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences. 2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced.

Structural Features of Informational Materials 2.1 Analyze both the features and the rhetorical devices of different types of public documents (e.g., policy statements, speeches, debates, platforms) and the way in which authors use those features and devices.

Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

2.0 Writing Applications - Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts of at least 1,500 words each. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0. Using the writing strategies of grades eleven and twelve outlined in Writing Standard 1.0, students: d. Pace the presentation of actions to accommodate temporal, spatial, and dramatic mood changes. e. Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.

2.2 Write responses to literature: a. Demonstrate a comprehensive understanding of the significant ideas in works or passages. b. Analyze the use of imagery, language, universal themes, and unique aspects of the text. c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works. d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created. e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions: a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion). b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life. c. Maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

2.4 Write historical investigation reports: a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition. b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic. c. Explain the

perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation. d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources. e. Include a formal bibliography.

2.5 Write job applications and résumés: a. Provide clear and purposeful information and address the intended audience appropriately. b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience. d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

2.6 Deliver multimedia presentations: a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images). b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality. d. Test the audience's response and revise the presentation accordingly.

CAREER TECHNICAL STANDARDS

Career-Technical Standards Addressed Include: 1.0 Academic Skills 2.0 Communications 3.0 Career Planning and Management. 4.0 Technology 5.0 Problem Solving and Critical Thinking 6.0 Health & Safety 7.0 Responsibility and Flexibility;; 8.0 Ethics & Legal Responsibilities; 9.0 Leadership & Teamwork 10.0 Technical Knowledge & Skills; 11.0 Demonstration & Application

As well as Specific skills related to communications, media design and production, listening, and speaking.

INDUSTRY STANDARDS - from the Society of Professional Journalists' Code of Ethics: * Seek Truth and Report It * Minimize Harm * Act Independently *and* * Be Accountable

COURSE OUTLINE

Unit I: Journalism in a Democracy

Key Concepts: Each student will:

- Understand how the printed press in America developed
- Know how the American concept of freedom of the press came into being
- Understand the development and impact of radio and television
- Know how the Internet became a tool for gathering and disseminating information (and understand the impact of the internet and other emerging media on journalism)
- Recognize some of the issues facing journalism now and in the future
- Realize the importance of ethics to journalism

Topics Include:

- Looking Back: The History of American Media
- America's First Newspapers
- Establishment of Freedom of the Press
- The Role of Journalism in the Birth of the Nation
- The Penny Press
- The Effect of the Telegraph
- Yellow Journalism
- Muckraking
- The Development of Minority Media
- The Advent of Radio
- The Impact of Television
- Journalism in Wartime
- Effects of the Internet and other modern and emerging technologies on Journalism
- Ethics in Journalism (conflict of interest, plagiarism, anonymous sources, offending or distasteful content, invasion of privacy, bias, commitment to accuracy)
- Three landmark legal cases student journalist should know:: Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988); Yeo v. Town of Lexington, 131 F.3d 241 (1st Cir., 1997)
- Journalism today

The Language of Journalism: Vocabulary to define and master: computer-assisted reporting, global village, muckraking, partisan press, penny press, shock jock, wire service, yellow journalism.

Career Profile: Ben Bagdikian, Journalism Professor and Critic

Read the career profile & respond to the following questions: * Do you agree with Bagdikian that most media are aimed at the middle class? In your response, use specific examples from newspapers, radio, and television to support your opinion. * How might the media do a better job of helping the public make what Bagdikian calls "informed decisions"? Write a paragraph or two long response and prepare to discuss your ideas in class. * According to Bagdikian, being a member of the press demands a responsibility for fairness, thoroughness, & accuracy. Bagdikian states the following:: "*Do you really care about how your communities work? Because if you don't really care, you shouldn't go into journalism.*" Write an essay in which you discuss your own perception of whether or not that you have the caring for community necessary to go into journalism as a profession.

Text: *Journalism Today*, pp. 1 - 25

Unit II: Legal and Ethical Considerations and Responsibilities in Journalism

Learning Objectives include: Students will:

- Understand First Amendment Rights
- Understand the functions the media must fulfill in modern society
- Understand the functions of a Journalist: political, economic, sentry, record-keeping, entertainment, social, marketplace, agenda-setting
- Understand ethical principles of journalism: Credibility, accuracy, objectivity, & other important principles (good taste; right of reply or simultaneous rebuttal; fairness to all, plagiarism, attribution, truth, etc.
- Be familiar with major court rulings regarding the scholastic (in particular, high school) press
- Examine ethical lapses in modern journalism
- Support articles with fair and balanced reporting
- Evaluate the validity of sources to authenticate research and answer generated questions
- Know criteria to evaluate the performance of the various media
- Examine conflicts of interest.
- Evaluate the Media: Newspapers, Radio, Television, Magazines, and Emerging Media (Blogs, etc.)
- Recognize some of the major criticism of the press
- Understand libel laws and what defenses journalists have

Topics include:

- Functions of a Journalist: Political, Economic, Sentry, Record-Keeping, Entertainment, Social, Marketplace, Agenda Setting
- Evaluating the Media: Newspapers, Radio, Television, Magazines, Other
- Evaluating the Media: Application to Scholastic Journalism
- Ethics of Journalism: Credibility, Accuracy, Objectivity
- Other Ethical Principles: Good taste; right of reply or simultaneous rebuttal; fairness to all; plagiarism, attribution, the truth
- Libel law and Defenses against Libel (truth, privilege, fair comment, admission of error, public officials and public figures)
- "Successful" Libel Suits
- Limits on Scholastic Journalism (Tinker Decision, Hazelwood Decision, Arguments for and Against, Limits on Hazelwood
- Point Counterpoint: Traditional approach to journalism vs. "be radical" approach to writing for student publications.

The Language of Journalism: Define and Master the following journalism vocabulary terms: "composite characters," credibility, ethics, fair comment, forum theory, in loco parentis, libel, objectivity, plagiarism, prior restraint, privileged statements, right of reply, slander.

Journalism Career Profile: Media Lawyer: Jane Kirtley. Read the Career Profile of Jane Kirtley, a media lawyer. * Do some research on what kinds of cases might involve a media lawyer such as Kirtley. Prepare a report on one such case and present it in class (3-5 minute presentation) * Is Kirtley's belief in the sacredness of the First Amendment supported by the Supreme Court? Find out to what degree, if any, First Amendment privileges of free speech have been restricted by the Court.

Instructional Support Materials

- Student Press Law Center (www.spic.org)
- NY Times self-study: Jayson Blair Controversy
- 60 Minutes report on Stephen Glass
- Shattered Glass (DVD)
- Society of Professional Journalists' Code of Ethics (SPJ) (Journalism Today, pp. 556-559).

Text: *Journalism Today*, pp. 26 -55

Unit III: Deciding What is News

Key Concepts:

- Understand how definitions of news have changed over time
- Recognize the influence of USA Today on modern news approaches
- Be able to measure news values by audience interest and need
- Recognize the classic elements of news.: Timeliness, proximity, prominence, consequence, human interest, and conflict
- Know how to generate ideas by brainstorming
- Understand the basics of obtaining information by polls

Topics Include:

- News Judgment
- The "Who Cares?" Method
- The Elements of News: Timeliness, Proximity, Prominence, Consequence, Human Interest, Conflict, Other Factors (progress, money, disaster, novelty, oddity, emotions, drama, animals, children, etc.)
- Generating News Story Ideas
- Brainstorming Sessions/Advantages
- Information from Polls
- Getting a Fair Sample (sample size, representative sampling)
- Formulating Survey Questions (filter questions, asking the right questions)
- Publishing Poll Results (graphic presentations)

Text: *Journalism Today*, pp. 58 - 81

Unit: Types of News Writing

Learning Objectives: Students will:

- Conduct research and interviews
- Generate questions
- Determine which sources are appropriate to the task
- Integrate and elaborate upon research in a final product
- Evaluate the validity of sources to authenticate research and answer questions generated.
- Demonstrate accuracy in interviewing and note taking.
- Write/compose in a variety of journalistic styles, including:
 - ✓ News
 - ✓ Event articles
 - ✓ Features
 - ✓ Sports
 - ✓ Photojournalism
 - ✓ Music, Book, Website, Blog, or Movie Review
 - ✓ Opinion/Editorial
- Adhere to deadlines
- Incorporate technology as a tool for writing
- Adhere to standard forms of English grammar, spelling and mechanics
- Adhere to appropriate journalistic style, depending on medium and audience
- Use language appropriate to purpose, audience, and task

Journalism Career Profile:

Unit: Organizing the Staff to Capture the News

Key Concepts:

- Understand both traditional and modern newspaper staff organization as well as the changing roles in newspapers and other journalistic media
- Understand the role of teamwork in news organizations
- Be familiar with ways to break long stories into effective short pieces
- Know basic sources for the news

Topics include:

- The Newspaper Staff
- The Publisher
- The Adviser
- Department Heads
- Subeditors
- Reporters
- Repackaging and Redesigning the Staff
- The WED approach
- News Sources
- News Tips

- The Future Book
- School District Public Relations
- Coverage and Staff Communication

The Language of Journalism: Define and Master the following journalism vocabulary terms: beat reporter, future book, general assignment reporter, jump, maestro, main-bar, managing editor, publisher, sidebar, WED

Questions for Discussion: Why do you think the team approach to newspaper staff organization has become so popular? What advantages and possible disadvantages does it offer? Do you think the traditional organization works better in certain circumstances? If so, in what circumstances? Students will pair and share to discuss responses and then discuss their ideas for the organization of the journalism staff in a facilitated class discussion.

Journalism Career Profile: Executive Editor

An executive editor's job puts more emphasis on meetings and decision making and less on actual reporting. Write a short essay in which you describe what you personally see as the pros and cons of a career as an executive editor. * Consider the issue Rimmer faced concerning where the community response to the shopping center should go. Should it be on page 1 regardless of the other news of the day? What sort of stories might move it off page 1? How could the paper try to ensure fair coverage even if the story were not on page 1?

UNIT: Interviewing Techniques: Making the Interview Work

Learning objectives include: Each student will:

- Know how to conduct an effective interview, including how to research and structure the questions
- Be familiar with issues related to note-taking and the use of tape recorders
- Understand the strengths and limitations of conducting interviews on the Internet (via Skype, etc.)
- Know how to prepare and use stock questions
- Know what to do if the source wants to go off the record or wants to read her/his story before it
- Know the characteristics of an effective interview-based story

Topics include:

- General Interviewing Guidelines
- Preparing and Asking Questions (-est questions: proudest, saddest, biggest, etc.); Stock questions (goals, obstacles, solutions, start); Embarrassing questions
- Listening to Responses
- Conducting the Interview
- Observing the Subject

- Taking Notes
- Conducting Internet Interviews
- Going Off the Record
- Prior Review
- Writing the Interview Story (using details, using quotes, Q & A Technique, Prepublication Checking)

Journalism Language to define and master: "-est" question, formal interview, off the record, open-ended question, primary source, Q and A, stock question

Journal/Blog Entry: You have been assigned to interview a person who, in past interviews, has answered basic background questions inconsistently - in other words, the person seems not always to tell the truth. What additional responsibilities, if any, does this put on you as an interviewer? How would you go about interviewing this person?

Career Profile, Columnist. * How do columnists who write several times a week come up with ideas? For instance, what kind of reading must they do? What other sources might provide ideas? * Identify a columnist that you especially like. Record what he/she writes about for at least 2 weeks. What tendencies do you see? What can you tell about the person's interests or causes? (Alternative assignment: read 10 columns by a famous newspaper columnist and write an observation about what you learned about the columnist from reading 10 of her/his daily/weekly columns.

Text: *Journalism Today*, pp. 98-117

Unit: Writing News Story Leads

Learning objectives:

- Understand the elements of lead writing
- Types of Leads - Summary, anecdotal, other types of leads
- Understand the inverted pyramid structure
<http://owl.english.purdue.edu/owl/resource/735/04/>
- Five W's and the H
- Know how to write the traditional "AP" or summary lead
- Write Inventive, colorful leads for a variety of stories
- Recognize good and bad story leads
- Know which lead techniques to avoid (flowery language; unnecessary words or phrases; formulate leads; It

Topics include:

- The Inverted Pyramid (traditional, yet effective way to organize a news story)
- The "AP" or Summary Lead
- Writing the Lead (Be creative, be objective, Find the Right Lead. Length, Grammar and Content)
- Good and Bad Leads

- The Quote Lead and the Question Lead

Assignment: Students will be given a list with brief news scenarios. Each student will practice writing leads for at least ten of the scenarios.

Language of Journalism to Define and Master: five W's and the H, inverted pyramid, lead, question lead, quote lead, summary lead, tease

Career Profile: Managing Editor

Text: *Journalism Today*, pp. 126 - 151

Resource: Purdue Online Writing Lab: How to Write a Lead

<http://owl.english.purdue.edu/owl/resource/735/05/>

Unit: Writing News Stories and Headlines

Learning Objectives:

- Know how to use a back-up quote
- Be able to construct a news story held together with appropriate transitions
- Understand news-story structures other than the inverted pyramid
- Be alert to sexist and otherwise inappropriate language
- Know the importance of conciseness and of avoiding jargon, clichés, and redundancies
- Understand the various types of headlines and how to write them.
- Understand the role of copy editors in a publication

Topics include:

- Building on the Lead
- Using Transitions
- The Body of the Story (inverted-pyramid story)
- Other Organizational Patterns: Storytelling Style, Combination Style, Sidebars
- Appropriate Newspaper Style: Succinct; Clear, Simple Words and Straightforward Sentences;
- Avoiding Jargon, Redundancy, Offensive Language, Cliches, Passive voice
- Writing Headlines
- Copyediting and the Work of the Copy Editor: Accuracy, Editing, Attribution, Copyediting Symbols

Language of Journalism to Define and Master: back-up quote, chronological style, cliché, copyediting, hammer, jargon, kicker, redundancy, sexist language, stylebook, tieback, transition, wicket

Extended Learning Assignment: Develop a stylebook for your school publication. You may wish to use the AP Stylebook as a guide, but also include things that the stylebook doesn't cover.

Career Profile: Katti Gray, Reporter; Queries: What, according to this profile and

your knowledge of the journalism profession, are the advantages and disadvantages of working for a big city newspaper? * How would you feel about writing about something you were intellectually opposed to? What might some of these things be? How as a reporter would you handle such a situation?

Text: *Journalism Today*, pp. 152 - 183

UNIT: Handling Quotes Fairly and Accurately

Learning Objectives: Students will:

- Understand the need for precision in quotes
- Know the appropriate uses of direct quotes, partial quotes, and paraphrasing
- Know the issues associated with taping interviews
- Know how to handle attribution
- Understand techniques for reporting on speeches

Topics include:

- Quotations:: Direct Quotations, A Question of Exactness, Use of a Recorder or other electronic devices to make a visual and/or audio recording; when not to quote
- Paraphrasing: Paraphrase for Facts, Avoid Repetition
- Partial Quotations, Quoting Out of Context, Unnecessary Quoting
- Attribution: Attribution Verbs; When, Where, and How to Attribute
- Stories Based on Internet Sources
- Speech Stories

Language of Journalism to Define and Master: attribution, direct quotation, paraphrase, partial quotation

Career Profile: White House Correspondent

Text: *Journalism Today*, pp. 184 - 205

UNIT: Doing In-Depth Reporting

Learning Objectives: Students will:

- Be familiar with the issues teenagers/students say they care about most, issues worth in-depth coverage in a high school newspaper
- Understand trends in professional and scholastic journalism, leading to new emphasis on in-depth reporting
- Know how to condense certain items in a newspaper or magazine to find room for more in-depth stories
- Understand the difference between the lead on a routine news story and the introduction to an in-depth story
- Be able to effectively construct more in-depth stories by writing an introduction, a body, and a conclusion.

Topics include:

- Stories with substance: Examples
- Making Space for in-depth stories: Condense Minor Stories; Package Stories Creatively;
- Writing the Feature Story: Good Beginnings, Introduction and Nut Graph; Local Angle, Strong Endings

Language of Journalism to define and master: in-depth reporting, news-brief format, nut graph, Watergate

Career Profile: Investigative Reporters

Text: Journalism Today, pp. 206-224

UNIT: Design and Layout

Learning Objectives:

- Understand the basics of design and layout, including page elements common to most publications
- Understand basic principles of design, including dominance, unity, contrast, repetition, balance, and consistency
- Understand basic categories of type/font and appropriate uses for each
- Recognize importance of graphics in modern page design
- Know how to go about creating various types of pages, including front pages and double-trucks

Topics include:

- Basics of Design and Layout (page elements, formats and grids, measurement)
- Basic Principles of Design: Dominance, Unity, Contrast (contrast in headline designs), Repetition, Balance, Consistency
- Selecting and Using Type
- Selecting and Using Type: Oldstyle Roman (Bookman & Caslon), Modern Roman (Bodoni, Modern(, Old English, Text, Square serif, sans serif, scripts and cursives, novelty
- Working with Typefaces; Rules of Typography (choosing type sizes and faces); Establishing column widths and margins, avoiding common type pitfalls, breaking typography rules
- Using Graphics (to Unify elements, to separate elements, to call attention to elements)
- Establishing an overall design
- Laying out Pages (modular format, mini-column format)
- Designing the Front Page; Designing Inside Pages; Designing a Double-Truck; Yearbook and Magazine Page Design
- Photos and Graphics
- Designing a "People" section

Language of Journalism to define and master:

Career Profile: Art/Technology Coordinator

TEXT: Journalism Today, pp. 224-259

UNIT: Writing Feature Stories

Learning Objectives: Students will:

- Understand differences between a feature story and a straight news story
- Recognize the kinds of topics often covered in feature stories
- Know the characteristics of the personality profile
- Understand the increased, but limited, latitude feature writers have compared to straight-news writers

Topics include:

- Characteristics of Feature Stories: Timeliness, Creative Style, Unlimited Subject Possibilities
- Features and School Newspapers/Newswires

Language of Journalism: "evergreen", feature story, hard news, news feature, news peg, personality profile, soft news

Career Profile: Feature Writer

TEXT: Journalism Today, 266- 281

UNIT: Writing Sports Stories

Learning Objectives: Students will:

- Recognize and learn to avoid the use of trite expressions in sports-writing
- Understand how important it is for sportswriters to be experts in the sports they cover
- Recognize the difference between being partisan and being a cheerleader for your team
- Know how to write clear and lively pregame, game, and postgame stories
- Understand the role of featured coverage in scholastic sports stories

Topics include:

- Sports-writing: The Good and the Bad; Sports "Slanguage"
- Understanding Sports
- Sports Coverage
- Sports Features
- The Pregame Story: Gathering Information on Opposing Teams, Components of a Pregame Story
- The Game Story; Partisanship; Game Coverage
- The Postgame Story
- Sports-writing Today

Language of Journalism: "featurize," game story, pregame story, postgame story, "slanguage"

Career Profile: Sports Writer

Text: Journalism Today pp. 282 - 301

UNIT: Writing for the Editorial Page/Writing Editorials

Learning Objectives Students will:

- Understand the opinion function of a newspaper and the various ways in which it is expressed
- Know how to write effective editorials for a variety of purposes
- Understand the various types of columns
- Be able to write reviews of products, music, films, books, television shows, blogs and performances
- Understand the functions of other elements on the editorial page

Topics include:

- Functions of Editorials: Editorials that Explain, Editorials that Persuade, Editorials that Answer, Editorials that Warn, Editorials that Criticize, Editorials that Entertain, Editorials that Praise, Editorials that Lead, Editorials that Briefly Comment
- Selecting Editorial Topics
- Writing the Editorial - Introduction, Reaction, Details, Conclusion; Making your Point Clear
- Other Elements on the Editorial Page - Columns; Common Types of Columns (profile column, satirical columns, fashion and fad columns, in-the-clubs (or academies or SLCs) columns; names-in-the-news columns; question-and-answer columns; other types of columns
- Reviews - Writing Reviews (Making comparisons, evaluating fulfillment of intended purpose; itemizing strengths and weaknesses
- Reviewing Performances (acting, sets, dialogue, lighting, sound, direction, etc.); Reviewing Movies, books, films, websites, music, etc. ; ratings devices
- Letters to the Editor
- Editorial Cartoons (cartoon as a metaphor, as a symbol, as a joke on current events
- Random-Opinion Features
- Point-Counterpoint Articles

Critical Questions: Where do editorial ideas come from? What are the elements of an editorial? How do you organize your editorial? How do I create and submit a letter-to-the editor? Does my opinion count? Am I attempting to explain, evaluate or persuade?

Language of Journalism: column, editorial, editorial page, editorial policy, masthead, point counterpoint, subjective writing

Career Profile: Editorial Cartoonist

Text: Journalism Today, pp. 302 - 331

UNIT: Writing is Rewriting: The Importance of Edits, Revision, and

Rewrites in Journalism

Learning Objectives: Students will:

- Revise and edit their work and the work of their peers
- Effectively use desktop publishing software
- Recognize elements of design
- Incorporate technology as a tool for writing
- Adhere to standard forms of English spelling, grammar, and mechanics
- Adhere to appropriate journalistic style and styles specific to the newspaper or other medium
- Use language appropriate to purpose, audience, and task.
- Develop and master staff stylebook
- Understand that editing is more than proofreading. "It's making sure the story's lead, pace, tone, and flow are just right."

Journalism Career Profile: Editor

Text: *The Radical Right*, Chapter 12

Unit: The Marketing and Management Aspects of Journalism

Learning Objectives include: Students will:

- Understand the importance of advertising funds to the function of an independent student newspaper
- Design an effective advertisement
- Review advertisements for accuracy and effectiveness
- Compose a business letter and cover letter using proper form
- Complete a "mock" written contract between a business and a newspaper
- Learn effective marketing techniques for engaging business support

UNIT: Other Aspects of Journalism

Topics include:

- Yearbook
- Radio and Television Journalism
- Photojournalism
- Internet Journalism
- The Documentary Film Maker as Journalist
- Computers and Desktop Publishing

Text: *The Radical Write*, pp. 167-181

Text: *Journalism Today*, pp.334-503

Text: Other articles and online resources provided by teacher

UNIT: The Changing Role of Journalism in an Internet-Connected "Flat" World; The Future of Journalism

- How to Write for the Web: Blogging, Wikis, Discussion Boards
- Mantras: The shorter, the better; active voice; strong verbs; attribute

sources; contextual hyperlinking; use formatting (lists, bold headers, block-quotes, HTML formatting tricks, One topic per URL, easy to read, spell check (OJR: The Online Journalism Review)

Resources for New Journalism (a very partial list of resources)

- American Press Institute <http://www.americanpressinstitute.org>
10,000 Words <http://www.1000words.net/> 10,000 words give journalists and Web aficionados practical tips on how to best incorporate multimedia into their work. This site also culls the Web for up-and-coming or underused technologies that enhance journalism.

Covering Communities <http://www.coveringcommunities.org/> Covering Communities is a site that seeks to motivate members of the journalism community by broadening the understanding of how communities work and by showing how to apply that knowledge.

Cyber Journalist <http://www.cyberjournalist.net> - a news and resource site that focuses on how the internet, convergence and new technologies are changing the media. The site offers tips, news and commentary about online journalism, citizenship journalism, digital storytelling, converged news operations and using the internet as a reporting tool.

J-Lab - The Institute for Interactive Journalism <http://www.j-lab.org/>
J-Lab is an incubator for innovative news experiments that use new technologies to help actively engage in critical public issues. The core mission is to improve public life by transforming journalism for today and reinventing it for tomorrow.

MediaShift <http://www.pbs.org/mediashift> MediaShift tracks how weblogs, podcasting, citizen journalism, wikis, news aggregators and online video are changing the media world. The web site includes commentary and reporting to tell stories of how the shifting media landscape is changing the way news and information is consumed, while also providing a place for public participation and feedback.

Unit: Journalism Portfolio

Learning Objectives Include: Students will:

- Collect examples of their work in a portfolio, including exemplars of:
 - ✓ News (at least 5 news stories)
 - ✓ Features (at least 3 feature stories)
 - ✓ Sports (at least 3 sports stories)
 - ✓ Photojournalism (at least 3 examples of photojournalism)
 - ✓ Book, music, performance, or movie review (at least 3 examples)
 - ✓ Opinion/editorial Piece (at least 3 editorials or opinion piece)

- ✓ One or more examples of journalism research
 - ✓ Two or more examples of professional interview write-ups
 - ✓ One or more original Journalism Career Profiles
 - ✓ Evidence/artifacts from a variety of journalism projects
- Evaluate and track their learning and growth through the use of a portfolio
 - Compare their work with the work of professional journalists
 - Analyze and describe in writing their journalism work and the journalism work of others
 - Distinguish important assignments and choose exemplar work
 - Work in cooperative groups to: discuss and critique work, synthesize ideas and draw conclusions, and respect the work of others and their opinions
 - Identify the unique and shared qualities of one another's work
 - Clarify understanding of work by identifying inconsistencies and ambiguities
 - Develop and track progress toward challenging goals
 - Adhere to standard forms of spelling, grammar, and mechanics.
 - Use language appropriate to purpose, audience, and task.

Writing Assignments - Students read and write almost every day.. What follows is a sampling of assignments.

- From the list of historic journalists associated with early newspapers in America, select one to research. In addition to writing a brief biography on your chosen journalist, discuss her/his role in the history of journalism.
Historic American Journalists: Robert S. Abbott, James Gordon Bennett, Nellie Bly, Benjamin Day, Benjamin Franklin, Margaret Fuller, Benjamin Harris, Jane Grey Swisshelm, Cornelia Walter, Ida B. Wells. (Note: A student can also choose to research and report on another early American Journalist not on this brief list.)
- From the list of 20th century journalist, select one to research. In addition to writing a brief biography on your chosen 20th century journalist, discuss her/his role in the history of journalism.
20th Century Journalists: Carl Bernstein, Margaret Bourke-White, David Brinkley, Christine Craft, Katharine Graham, Bryant Gumbel, Bill Hosokawa, Molly Irvins, Marshall McLuhan, Edward R. Murrow, John Quinones, Gloria Steinem, Helen Thomas, Walter Winchell. (NOTE: A student can also choose to research and report on another 21st journalist not included on this brief list.)
- Essay: Students will write an essay of 2-3 pages on ethical dilemmas student journalist face. Students should be sure to include the distinction between law (laws say what we should do) and ethics (suggest what we could do, helping us explore the options)

- In the text *The Radical Write*, Bobby Hawthorne asks the question about whether you fancy yourself as a writer. According to Hawthorne, writers:
- "write every day even if for only a few minutes. Writing is a muscle that must be exercised.
- Write about issues they care about deeply.
- Write quickly, which doesn't mean effortlessly. But they want to get their first draft on paper as soon as possible.
- Are wildly curious
- Are constantly jotting down notes and observations
- Are not intimidated by a blank screen
- Enjoy the work it takes to produce superior copy."

Assignment: Using Hawthorne's descriptors of a writer, how would you assess yourself as a writer? How do you define yourself as a writer? Write your own 1-2 page autobiography: *My Life as a writer*. You might include answers to some of the following questions: What are some of your earliest memories of writing? Your experience with writing in school? Outside of school? What are your strengths as a writer? What are your challenges as a writer? Include in your writing autobiography your own definition of what makes good writing.

- Students will review 3 landmark legal cases in student Journalism: *Tinker v. Des Moines Independent Community School District*, 393 U.S. 502 (1969); *Hazelwood School District v. Kulmeier*, 484 U.S. 260 (1988); and *Yeo v. Town of Lexington*, 131 F.3d 241 (1st Circuit, 1997) as well as look at how the First Amendment (freedom of speech) intersects with school journalism. Students will write summaries of each of the cases and then a brief essay on the role of Free Speech in high school journalism.

Resource:

http://www.hsj.org/journalism_101/index.cfm?requestAction=goMenuContent&menu_id=7&siubmenu_id=13&CmsPagesID=224

- Choose a particular newspaper - one in your area or one may national and/or international renown. Research the history of your chosen newspaper. Find out who founded the paper and when Was the paper ever affiliated with a particular political party? Who owns the paper now? Write a summary of your research findings. Include a bibliography of your sources.

(Note: The following newspapers have interesting histories and are among the possible newspapers you might choose to research: *The Philadelphia Inquirer*, *The Des Moines Register*, *Chicago Defender*, *Berkeley Barb*, *Milwaukee Journal Sentinel*, *USA Today*, *Alton (Illinois) Observer*, *The Wall Street Journal*, *Lakota Times (Indian Country Today)*, *The Tombstone (Arizona) Epitaph*.

- Research the development of cartoon strips in American newspapers. Write a short essay in which you describe the history of American cartoon strips.

Also, reflect on what you feel will be the history of cartoons.

- Consider the question: Should the American press be restricted by the government? Take a stand in response to this question and write a position paper in which you explicate and defend your position.

Other questions you might consider: If the American press should be restricted, who decides what the restrictions would be? What would the penalty be for violating the restrictions? Would such restrictions change the nature of American life? How? Are such changes good or bad? Why? Television is to some extent a controlled industry. Is that good or bad? Why?

- A famous columnist and media critic, Walter Lippmann, once said: "As the free press develops, the paramount point is whether the journalist, like the scientist or scholar, puts the truth in the first place or in the second." Write a brief essay response in which you explain the meaning of Lippman's quote and reflect on how it applies to your own work as an emerging journalist.

OR

Write a brief essay in which you respond to the following quote from Joan Konner, former publisher of the Columbia Journalism Review (CJR). "One of the most awesome changes of our time is the increase in the power and pervasiveness of the news media. That's why the question of standards is so important. Around the world there is a growing public concern about the performance and behavior of the news media. The bottom line is that the public no longer trusts us. And for journalism, that is critical. Trust is our most important product." (Note: Konner's quote is from 1995. Is her stance on journalists and trust still true today?)

- Research and Write: In what situations may using anonymous sources be appropriate? * Consider several recent news stories and decide whether you would have given anonymity to sources in them. Would such a situation ever arise in a school/scholastic publication/journalism? Why or why not? Discuss your ideas about use of anonymous sources. * Do some research on cases in which journalists have been jailed for protecting sources. Prepare a written report on your research and findings. Are there any protections for journalists in this situation?

- Watch one of the Sunday-morning news-interview shows (or another show with interviews such as Sixty Minutes OR listen to an interview on National Public Radio (Terry Gross Show, etc.) and write a critique. What research went into the reporters' questions? How well did the journalist follow up on vague answers from the guest/s?

- Secure copies of two newspapers and study their stories about the same

<p>news event. How do the papers differ in their selection of lead elements? Which approach, in your view, is more effective? How might each have done a better job? Rewrite the leads to demonstrate your ideas. Attach the stories to your new versions.</p>
<ul style="list-style-type: none"> ➤ Writing a News Story - Students will frequently write and analyze news stories. Each student will write, revise, and rewrite to a high level of quality. Each student will include a minimum of three different news articles in her/his Journalism Portfolio
<ul style="list-style-type: none"> ➤ Writing an Editorial: Working in small groups & using different newspapers as well as video clips of television news programs with an editorial format, students will analyze various forms of newspaper editorials. In their groups they identify main ideas, facts and opinions and author's viewpoint and discuss among themselves on their findings. The class will analyze together some exemplary editorials as models. ➤ Students will write a variety of Editorials in the course of the year, A minimum of three editorials will be included in each student's Journalism Portfolio.
<ul style="list-style-type: none"> ➤ Writing the Sports Game Story. Typically a sports game story may run 500 words or less and typically follows a straightforward format that can be applied to any game a student covers. ➤ The lead typically includes the final score and some details about what made the game interesting. (Sometimes this means focusing on the efforts of an individual player or on a great play.) The lead tells who what, when, and where ➤ Then the body of the story basically elaborates on the lead. The wrap up or ending of a story might include a quote from the coach and/or players gleaned from post-game interviews. The body of the story typically answers the how and why questions. ➤ Sports Stories are known for strong, active verbs ➤ In "How to Write a Sports Article," Beth Danesco recommends: "have a strong lead," "write clearly and concisely," "know the context," "give the major play by play," "use quotes as possible," and "check your facts." Other professional sports writers emphasize the importance of researching the sport you are covering. ➤ Students will write a variety of Sports Stories in the course of the year. A minimum of three Sports Stories should be included in each student's Journalism Portfolio.
<p>THE FEATURE STORY At the heart of all feature stories is human interest. In this assignment students write a profile of a classmate, with a particular focus on a talent, interest, or passion of that classmate. As an introduction to the feature</p>

story, students compare the characteristics of a straight news story to those of a feature story. They then practice writing about the same event in the two different styles. Next, they list and free-write about their own talents and interests. These topics then become the focus of a feature story as students randomly select topics noted by classmates and write interview questions based on these interests. Finally, students interview a classmate, write a feature story about her/him, and share it with the class.

REVIEW - Each student will write at least five different reviews in the course of the year. A student might review a current movie or television show, a book, a popular website, a music CD, a play, a concert, or other performance.

ORIGINAL JOURNALISM PROFILE Having read a variety of journalism career profiles, students will develop an original Journalism Career Profile to become part of the class "on line" library of Journalism Career Profiles. Each student will decide on a journalism career of interest, find a professional journalist to interview, develop interview questions, conduct an interview, complete additional research related to this specific career in journalism/communications, and write a professional Journalism Career Profile.

VERBS "The life of the sentence rests in its verb. The English language is crammed with verbs: lively, dull, ambiguous, picture-painting, blurry. Use the most vivid verb possible. They contribute that essential sense of movement to effective writing." Each student will analyze the use of verbs in three different pieces of her/his own writing. The student will self-assess her/his effective use of verbs and discuss ways in which he/she might continue to work on enhancing her/his use of verbs to power her/his writing.

COMPARE AND CONTRAST - Using examples of articles provided in the text *The Radical Write*, students will write short essays in which they compare and contrast a series of paired articles --- one focused on the event vs. one focused on a person; one a typical story vs. one with a creative angle; one focused on a subject vs. one focused on an incident; one with an interpretive approach vs. one with an unrelated stack of data.

ANALYZING NEWS STORIES - Each student will practice analyzing news stories, including at least two professional news stories and at least one news story he/she wrote.

Possible questions to answer include:

- ✓ What is the theme of your story? Write it in a single sentence.
- ✓ Why did you choose this angle?
- ✓ Who are your primary sources?
- ✓ Why did you select them? Why should your reader care about them?
- ✓ Who are your secondary sources? Why did you select them?

- ✓ What is your nutgraph?
- ✓ Are all news questions answered?
- ✓ Does the story flow? Is information provided logically and orderly?
- ✓ Do a variety of sentence lengths provide pace?
- ✓ Have you eliminated all unnecessary words, particularly passive verbs?
- ✓ Is all information accurate?
- ✓ Are spelling, stylebook rules, grammar correct?
- ✓ Does the tone match the content?
- ✓ Have you provided descriptions, dialogue, anecdote and/or drams?
- ✓ Does the ending provide reader satisfaction and/or resolution?
- ✓ Have you submitted information for your sidebar infographic or secondary story?
- ✓ If you had not written this story, would it interest you enough to read it? Why or why not?

(based on a list of questions in *The Radical Write*)

WHO AM I NEWSPAPER - Students will use a detailed assignment descriptor protocol included in the course syllabus to develop an entire multi-page newspaper or magazine about her/him self. The paper will include news articles, an editorial, an interview, a feature story, a column, a book or movie review of a "fictional" biography of her/his life OR of a favorite book/movie, a cartoon, etc. Attention will be paid to professional layout and design as well as to the writing of professional quality stories and interviews about the student her/himself.

Other Assignments:

- **Small Group Activity: Working with a team of two to four classmates, design a short interview protocol designed to gather information on the news reading, listening, and viewing habits of students in your school. Each team member should interview at least three students, each at a different grade level. Possible questions might include:**
 - What newspapers, if any, do you read? What newspapers do any members of your family read?
 - Which news programs, including news specials, have you watched recently?
 - Where do you get your information about world and local events?
 - Do you use the internet as a source for local, national, and/or international news? For certain types of new? Describe several of the main ways in which you might use the internet for news.
 - **Self-Assessment: How well informed and you about what is going on in the world? In the United States? In California? In your local**

community?

Compile the information from all team members and summarize it in a group report. If you like, you might use graphs or other visuals to clarify key findings. Each group will share the results of their findings. Students will then discuss the findings as a class.

- Students consider common ethical problems that student journalist and professional journalists/media professionals face: conflict of interest, plagiarism, anonymous sources, offending or distasteful content, invasion of privacy, bias, commitment to accuracy. Working in small groups, students will develop a definition for ethics in journalism. Students will review a series of ethical dilemmas that a journalist might face and discuss possible ethical solutions.

- Assume that your editor wants a two-page spread on what to do on a Saturday night in your community. Using WED or maestro notions of organization (or another form of staff organization), map out who would do what? What will the main-bar be about? How will the stories be broken down so none is overly long? What elements of the assignment can be done with photos? With charts? Graphs? Info-graphics generally? How about a column or other editorial comment? Summarize your ideas in a short report.

- Use the same WED or maestro approach to plan a story on the School District budget. How do you make large figures/large sums of money mean something to the average reader? What parts of the story lend themselves to charts and graphs? How would you add human interest to your story? Discuss your ideas with a partner and be prepared to share them in class.

- Prepare and practice interview questions with your peers. Critique one another's approach.

- Students will research and discuss the types of "local coverage" found in award-winning high school newspapers. Areas to consider include: Proximity; Utility/Usefulness; Education; Local government; safety; identity; recognition; and empowerment. (This list is adapted from ASNE's Local News Handbook. Students will collaboratively develop an expanded definition of "local coverage" for the school newspaper.

- Students will read an article on "Writing from the Top Down: Pros and Cons of the Inverted Pyramid" and summarize the arguments for and against the inverted pyramid. <http://owl.english.purdue.edu/owl/resource/735/04/>

"A good opener will give you momentum, a sense of confidence, and an extra incentive to make the remaining paragraphs worthy of the fist. A good opener invariably has a good thesis - bold, interesting, clearly focused." - John R. Trimble, *Writing With Style*

- **Assignment:** Working in pairs, students will analyze the leads or openers for 5-7 different news stories. They will decide which are effective openers and which need a rewrite to be effective. Each student will rewrite at least one of the openers that need improvement in order to be effective.

EDITORIAL PAGE - Working as part of a team, students will review several award winning high school newspapers as well as professional newspapers. Students will then develop a new look for the editorial page and/or other pages of your school newspaper. Prepare a mock-up, cutting similar elements from various newspapers to show the desired visual effect (and/or digitally create elements of your design). Each student will write a brief essay on her/his team's approach to revising the editorial page (or other page/s) and explaining the rationale for choosing the design.

What kinds of editorials and editorial cartoons win awards? Peruse the Pulitzer Prize on-line site (<http://www.pulitzer.org>) and write up the findings.

Other resources: National Scholastic Press Association
<http://www.studentpress.org/nsipa/index.html>
Columbia Scholastic Press Association
(<http://www.columbia.edu/cu/cspa/>)

D. Instructional Methods and/or Strategies

A variety of strategies and techniques are used to instruct the students. These include the following:

- Writing to Learn
- Writing Exercises and Projects related to essential elements of journalism
- Reading and analysis of professional journalism articles, reviews, and editorials
- Extensive writing in a variety of journalistic genres
- Collaborative learning
- Project-based learning, including a variety of journalism projects
- Journal/blog entries
- Lectures and modeling
- Oral presentations, including Multimedia presentations, by teacher and by students
- Field trips and guest speakers (including Skype speakers and consultants)
- Workshops and master classes
- Journalism Seminars & Discussions
- Journalism practicum

- Interviews
- Development of Journalism Portfolio
- Class discussion and Socratic dialogue
- Case studies,, scenarios, and profiles in journalism
- Graphic organizers
- Conferencing
- Computer assisted instruction
- Research

: Homework includes reading assignments, note-taking/note-making, responses to chapter questions, work on short journalism assignments, and one or more writing assignments each week. Homework learning activities reinforce concepts presented in class and in the textbook. Homework will also include work on coverage of events (such as a sporting event or performance), interviews for news stories, work on editorials, etc.

E. Assessment Methods and/or Tools

Assessment of student performance will include but will not be limited to:

- Rubric assessments of writing exercises and projects
- Journal writing and other forms of reflective writing related to attainment of journalism standards
- Written critiques and self-assessment
- Journalism Seminar and practicum participation
- Journalism demonstrations of mastery
- Oral presentations
- Formal Research paper with documentation
- Homework and class work
- Tests and quizzes
- Essay exams,
- Exhibitions of Work
- Journalism Studies Portfolios which include all major assignments, self-assessments and reflections, evidence of progress toward mastery of essential standards, etc.

NOTE: QUIZZES, TESTS, EXAMS Unit quizzes involve multiple-choice questions, vocabulary matching questions, short case studies and/or scenarios, and one or more short essay questions.

****Unit Benchmark Tests** are given at the end of each major unit of study and include multiple-choice, matching, and short essays. Students are required to master certain benchmark material and are afforded opportunities to continue to work toward mastery of key standards.

The Semester Exam and Course Final involve short answer questions and more extensive essays as well as presentations of design projects. The course final includes a presentation of each student's Journalism Portfolio.