

STRATFORD PUBLIC SCHOOLS

Stratford, Connecticut



“Tantum eruditi sunt liberi”
Only the Educated Are Free

Journalism

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Rationale: This course is an elective course which moves sequentially through Journalism 1, Journalism 2, and Journalism 3. The students in these sections are grouped in one instructional period.

Journalism 1 teaches the fundamentals of journalist writing, its history, and the makeup of a newspaper. Students in this course write for the school newspaper. Students regularly use desktop publishing, digital cameras, scanning techniques for layout and design. Students also function as an editorial board as well as copywriters.

Journalism 2 students are responsible for the entire publication of the high school newspaper. This includes writing news stories, feature stories, editorials, sport stories, photojournalism, and advertising materials.

Journalism 3 students have already successfully completed 1 and 2. These students are editors and have the responsibilities of organizing reporters, running ad campaigns, teaching desktop and scanning skills, and making final decisions about layout and format.

Course Description:

This course teaches the fundamentals of journalistic writing and the makeup of a newspaper. Students in this course write for the high school newspaper. This course is also open to selected and highly recommended students interested in the following aspects of journalism: photography, art, and business.

Big Ideas:

- a) Value deadlines and assignments.
- b) Value writing as an individual and collaborative process.
- c) Develop methods of inquiry for interviewing a subject and researching a topic.
- d) Create a community of active and collaborative learners who respect and encourage each other.
- e) Respond to news topics with questions and analysis.
- f) Strengthen writing skills according to the requirements of Standard Written English.
- g) Explore the history of journalism.
- h) Appreciate well-written news.
- i) Explore creative options for article topics and presentation of research.

Essential Questions:

- What is the history of journalism in the United States?
- How does freedom of the press affect our lives today?
- What are the responsibilities of a journalist? How have journalists abused their power?
- What are the ethics of journalism?
- Is censorship required in a school newspaper?
- How do we collect and process news and determine reliable sources?
- How can students develop proficiency in reading?
- How can students construct meaning from the text?
- How can students write effective leads?
- How do we differentiate between a fact and an opinion?
- How is an interview planned, conducted, and transcribed?
- What are the editing symbols used in journalism?
- What makes an interesting article?
- Where does the reporter find his/her ideas?
- How do you research, interview for, write, and edit a feature article, news article, movie critique, personality profile, and editorial?

Unit Name: The History of Journalism **Synopsis:** Students of journalism will need to understand the history of journalism, the concept of freedom of the press, how a newspaper is produced, and basic editing symbols.

STUDENT LEARNING GOALS

<p>Enduring Understandings</p> <ul style="list-style-type: none"> Journalists demonstrate an understanding of the printed press’s development in America, the concept of freedom of the press, the impact of radio and television, the internet as a tool for gathering information, basic editing symbols, and their use. Good journalists view, read, and listen to various new sources on similar topics and compare the coverage. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What is the history of journalism in the United States? How does freedom of the press affect our lives today? What are the editing symbols used in journalism?
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Learning Objectives / Grade Level Expectations
Students will:

- Demonstrate an understanding of the printed press, the concept of freedom of the press, the development and impact of radio, television, and the internet
- Recognize basic editing symbols and how to use these symbols.
- Analyze positive and negative press and the effects of subjective news coverage.

Unit Name: Ethics and Journalistic Responsibilities **Synopsis:** Students of journalism will understand the responsibilities of a journalist, the ethics of journalism, and the journalistic power that can be abused.

STUDENT LEARNING GOALS

<p>Enduring Understandings</p> <ul style="list-style-type: none"> Journalists understand the effects of plagiarism, how and when it happens, and how to prevent it. Journalists understand their ability to abuse the power of the written word. Journalists understand their ethical responsibility to the global community. 	<p>Essential Questions</p> <ul style="list-style-type: none"> What are the responsibilities of a journalist? How have journalists abused their power? What are the ethics of journalism?
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Learning Objectives / Grade Level Expectations
Students will:

- Learn about the ethical principles of journalism.
- Understand libel laws.
- Explore the causes and effects of plagiarism.

Unit Name: Censorship **Synopsis:** Students of Journalism need to understand the importance of censorship in a school newspaper.

STUDENT LEARNING GOALS

<p>Enduring Understandings</p> <ul style="list-style-type: none"> Journalists demonstrate an understanding the importance of censorship in a school newspaper. 	<p>Essential Questions</p> <ul style="list-style-type: none"> Why is censorship required in a school newspaper?
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Learning Objectives / Grade Level Expectations
Students will:

- Develop personal and legal criteria for making informed moral judgments and ethical decisions.
- Explore the implications and abuse of freedom of the press in a school.
- Understand the problems that may occur with too much censorship.

Unit Name: Handling the Business of a Newspaper **Synopsis:** Students of journalism need to understand how a newspaper is financially supported.

STUDENT LEARNING GOALS

<p>Enduring Understandings</p> <ul style="list-style-type: none"> Journalists know the roles and functions of the business staff. Journalists know that a publication is funded by advertising revenue. Journalists know how to procure ads. Journalists know how to plan, write, and lay out effective ads. 	<p>Essential Questions</p> <ul style="list-style-type: none"> How is a newspaper financed? What are the roles of the business staff? How is the paper marketed? How are ads copied, written, and published for the final product?
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<ul style="list-style-type: none"> Journalists know the importance of managing expenses and circulation. 	
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<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> Understand their role in the production of the paper. Sell ads to fund the publication. Copy, write, edit, revise, and effectively lay out advertisements in the publication.

<p>Unit Name: Writing an Effective News Story Synopsis: Students of journalism need to know the elements of a newspaper and the skills necessary to write an article.</p>	
STUDENT LEARNING GOALS	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> Journalists use effective interview skills and understand the difference between fact and opinion in order to write a thorough article. A good lead comes to the point quickly and conveys the essential information to the reader. In order to be a good writer, a journalist needs to use standard punctuation, capitalization, parts of speech, sentence structure, and spelling skills. 	<p>Essential Questions</p> <ul style="list-style-type: none"> How do we write leads? What are the elements of news, and how do these elements affect the leads they write? How does a journalist prepare and conduct an effective interview? How do we distinguish between fact and opinion? How do we use the English language appropriately to write? What are some of the techniques a writer can use to be sure an article is ready to be published?
<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> Examine different types of leads and well as the elements of news. Read articles from various sources; locating the leads and types of leads, and identifying the news elements. Sort through various types of written mediums to differentiate between fact and opinion. Write and peer edit a practice article. 	

<p>Unit Name: Writing Effective Feature and Political Articles Synopsis: Students of journalism will need to understand the difference between news and feature and political articles.</p>	
STUDENT LEARNING GOALS	
<p>Enduring Understandings</p> <ul style="list-style-type: none"> In addition to news stories, journalists write feature articles and political articles. A journalist knows that tone and style differentiate a feature story from a news story. Timelessness is an essential component of a feature story. A journalist understands the importance of research as a component to writing a feature/political article. 	<p>Essential Questions</p> <ul style="list-style-type: none"> How do we discriminate between a feature article and a political article? How are these articles different from a news article? When is an interview necessary for a feature or political article? How do we do research for a feature/political article? How does a journalist prepare and conduct an effective interview?
<p>Learning Objectives / Grade Level Expectations <i>Students will:</i></p> <ul style="list-style-type: none"> Read samples of feature and political articles written by professional journalists. Write a feature/political article. Demonstrate appropriate research and interview skills. Write and peer edit a practice article. 	

Unit Name: The Production of the Newspaper	
Synopsis: Students of journalism need to finalize their product to be circulated within the school community.	
STUDENT LEARNING GOALS	
Enduring Understandings <ul style="list-style-type: none"> • Editors place all the elements of a publication into a pleasing and convenient pattern by maintaining good communication with the entire staff. • An interesting publication includes concise readable headlines, photographs, cartoons, anecdotes from students and staff, and clean layout. 	Essential Questions <ul style="list-style-type: none"> • What is the role of a photograph in a school newspaper? • How are clear, concise layouts created? • What is the role of each journalist in the class when producing a newspaper? • What are the obligations of the editors?
Learning Objectives / Grade Level Expectations <i>Students will:</i> <ul style="list-style-type: none"> • Publish a school newspaper. 	

Staff can appropriately adjust length of time given to teaching skills and content to meet the needs of students without compromising the pace of the curriculum. (Adopted BOE, 6/26/06)

Since this curriculum is not delineated by years in journalism, the journalism teacher is expected to differentiate the curriculum by the students' experience in the course.

A publication will be distributed at least three times during the school year; therefore, many of the advanced students will take initial responsibility for the publication.

Units will be repeated throughout the years as students are assessed.