ESCONDIDO UNION HIGH SCHOOL DISTRICT

COURSE OF STUDY OUTLINE

AND

INSTRUCTIONAL OBJECTIVES

COURSE TITLE: Advanced Journalism

COURSE NUMBER: 3481 / 4455

NAME OF DEPARTMENT: Journalism/Yearbook
(Art, Media and Entertainment Industry Sector)

PREREQUISITES: Journalism I or instructor approval

GRADE LEVEL: 10-12

LENGTH OF COURSE: One Year

SEMESTER PERIODS OF CREDIT: 5 per semester
(Course is repeatable for credit) 1/7/14

ADOPTION DATE: December 14, 2004

MEETS EUHSD Elective Credit or Fine Arts/CTE Requirement

PENDING UC “g” ADMISSION REQUIREMENTS APPROVAL

TEXTBOOK: The Complete Reporter, ©2000, by Kelly Leiter, Julian Harriss, and Stanley Johnson by Allyn and Bacon, Pearson Education

SUPPLEMENTAL: 2004 AP Stylebook by the Associated

COURSE DESCRIPTION: Advanced Journalism will take students beyond the basics of Beginning Journalism in order not only to create a school paper but also to think critically about it. Units will include the following: News Gathering, Writing, Design and Layout, Financing, Social Responsibility, and Impact of the School Newspaper. Advanced Journalists’ responsibilities will include mentoring beginning staff members, taking on at least one leadership role (page editor, copy editor, editorial board member, accounts manager, advertising manager, etc), teaching beginning concepts to beginning journalists through group work/presentations, entering/applying for at least one contest or scholarship per semester, analyzing visual and print media, completing a semester portfolio demonstrating competence in each area of news writing and photojournalism, and overseeing the preparation and finalizing of each issue of the paper.
COURSE UNITS/TOPICS

AND

ADVANCED JOURNALISM

Suggested Instructional Time

I. News Gathering for the School Newspaper
   Ongoing

II. Writing for the School Newspaper
    Ongoing

III. Design and Layout of the School Newspaper
     Ongoing

IV. Financing the School Newspaper
    Ongoing

V. Advanced Ethics and Legal Responsibility
   Ongoing

VI. Social Effects and Responsibilities of Journalism
    Ongoing
ADVANCED JOURNALISM

I. NEWS GATHERING FOR THE SCHOOL PAPER

1.0 Learning Goal: To gather newsworthy items for inclusion in the school paper

1.1 Objective: Students gather information from the various sources available to the staff. This can be done through interviews, news beats, perusal of published information, and through other sources that might have newsworthy information and facts.

1.1.1 Benchmark: Students will gather newsworthy information for at least two stories for each issue of the newspaper.

1.1.2 Benchmark: Students will reject or accept article ideas during brainstorming, according to the elements of news learned in Beginning Journalism: the “Who Cares?” method, timeliness, proximity, prominence, consequence, human interest, and conflict.

SAMPLE LEARNING ACTIVITIES:
1. Students will evaluate and study other school newspapers.
2. Students will review and study past school newspapers.
3. Students will cover a regular “beat” on campus and will develop news items and stories.
4. Students will brainstorm new article ideas.

ASSESSMENT METHODS:
1. Evaluation of ideas generated by students
2. Journalism article rubric
3. Story Proposal Rubric

INSTRUCTIONAL RESOURCES:
1. The Complete Reporter
2. AP Stylebook
3. Internet
4. Site school newspapers
5. Other school newspapers

II. WRITING FOR THE SCHOOL NEWSPAPER

2.0 Learning Goal: To write high-quality stories suitable for publication in the school newspaper
2.1 **Objective:** With real or simulated facts, students write clear and concise stories that meet journalism standards.

2.1.1 **Benchmark:** Students will write at least two stories for each issue of the school newspaper in either the inverted pyramid style or the straight story style. Each student will be responsible for the interviewing, writing, and finalizing of each article.

2.1.2 **Benchmark:** Students will conduct professional interviews with primary sources, demonstrating skills learned in Beginning Journalism: preparing intelligent questions, listening to responses, observing the subject, being friendly and attentive, and taking accurate notes.

2.1.3 **Benchmark:** Students will apply knowledge of journalism standards learned from Beginning Journalism in the writing and editing of articles: organizational patterns, appropriate newspaper style, effective leads and headlines, copy, editing symbols, appropriate attribution of quotations, etc.

2.1.4 **Benchmark:** Students will follow appropriate journalistic standards/concepts and structures for each type of article that include but is not limited to the following:
   - Feature: Timeliness, creative style, unlimited subject possibilities (personality profile, human interest, etc.)
   - Editorials: Functions of editorials (to persuade, answer, warn, criticize, entertain, praise, lead, or comment), accompanying cartoons, letters to the editor
   - Sports: Attending games, avoiding sportswriters’ clichés, avoiding home-team bias, writing with liveliness.
   - News: Newsworthiness, objectivity, polling, sidebars, appropriate transitions and grammar, various story styles, clear and succinct language, and avoidance of redundancy, clichés, and passive voice.
   - Reviews: Evaluate fulfillment of intended purpose, discuss strengths and weaknesses, create a picture of the work, and evaluate style and method.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will evaluate and study other school newspapers.
2. Students will write stories based upon facts gathered.
3. Students will be working toward the publication of a complete issue of the school newspaper on a regularly scheduled basis.
4. Students will critique material from other media.

**ASSESSMENT METHODS:**
1. Evaluate the publication of the current issue of the school newspaper
2. Evaluate articles according to specific story rubric
*Two student editors as well as the advisor will evaluate each article.

**INSTRUCTIONAL RESOURCES:**
1. *The Complete Reporter*
2. *AP Stylebook*
3. Internet
4. Site school newspapers
5. Other school newspapers

## III. DESIGN AND LAYOUT OF THE SCHOOL NEWSPAPER

### 3.0 Learning Goal:
To produce and publish a school newspaper on a regularly scheduled basis

### 3.1 Objective:
Using stories, pictures, headlines, advertisements, and other copy, students demonstrate their knowledge of design and layout to create a school newspaper that meets technical and aesthetic standards.

#### 3.1.1 Benchmark:
Students will generate page templates that will be used and modified in the school newspaper throughout the year. These will display the mastering of design concepts and skills learned in Beginning Journalism: design vocabulary, elements of a page, dominance, unity, contrast, repetition, balance, consistency, selection of type, use of graphics and pictures, and overall design.

### SAMPLE LEARNING ACTIVITIES:
1. Students will evaluate page design of other newspapers.
2. Students will “paste up” a page of the newspaper.
3. Students will distribute the paper to the student body in a uniform and timely manner.
4. Students will contact the printer to schedule the publication of the paper or for any other communication as needed.

### ASSESSMENT METHODS:
1. Critique of the design elements of the finished newspaper by students
   *Page editor will evaluate each page for correct design elements, Editor-in-Chief and advisor.*

**INSTRUCTIONAL RESOURCES:**
1. Page Maker or other page layout programs
2. *The Complete Reporter*
3. Newspapers (local and school)
IV. FINANCING THE SCHOOL NEWSPAPER

4.0 **Learning Goal:** To learn how to sell advertisements for the school newspaper to local businesses and create the advertisement for the paper

4.1 **Objective:** Students canvas the business community and select prospective businesses in order to make an advertising sales presentation.

4.1.1 **Benchmark:** In appropriate business attire and with professional demeanor, students will go out into the community to sell advertising to be published in the school newspaper.

4.1.2 **Benchmark:** If requested by the business, students will lay out the graphics and copy to create the advertisement ready to be laid out in the newspaper.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will evaluate and study advertisements in school and local newspapers.
2. In role-playing situations, students will practice selling advertising to each other.
3. Students, working in groups, will compile a booklet consisting of prospective and prior advertisers as well as advertising contracts and related documents.
4. Students will keep track of overall financial transactions of the newspaper.

**ASSESSMENT METHODS:**
1. Students will get credit for each advertisement sold.
2. Students will get credit for the design and layout of each advertisement.
3. Students will critique the published advertisements in each issue.
4. Students will field advertisers’ complaints or compliments.

**INSTRUCTIONAL RESOURCES:**
1. Newspapers
2. Text or teacher-generated materials
V. ADVANCED ETHICS AND LEGAL RESPONSIBILITY

5.0 Learning Goal: To learn in-depth about the ethical requirements of journalism for both the individual reporters and the larger news organization. This includes the historic and current developments of law governing restrictions on the press and application to broadcast and Internet media.

5.1 Objective: Students will be able to identify the ethical/legal underpinnings of both the rights and responsibilities of journalism.

5.1.1 Benchmark: Students will identify and differentiate the ethical/legal restrictions on journalism, including bias, obscenity, defamation, invasion of privacy, and censorship.

5.1.2 Benchmark: Students will identify and differentiate the legal and ethical protections given to journalism, including First Amendment rights, right to privacy and confidentiality, and the journalists privilege recognized in the law.

5.1.3 Benchmark: Students will contribute to the writing of the staff’s customized editorial policy.

SAMPLE LEARNING ACTIVITIES:

1. Students will research the ethical and legal guidelines for the media.
2. Students will work in groups on various aspects of the ethical and legal guidelines for the media.
3. Students will make classroom presentations of their research on these issues.
4. Students will apply legal and ethical principles to sample articles or fact patterns.

ASSESSMENT METHODS:

1. Students will generate original sample articles or fact patterns demonstrating both the restrictions and rights of journalists for evaluation by other students.
2. Students will demonstrate proficiency of knowledge on a test.

INSTRUCTIONAL MATERIALS:

1. The Complete Reporter
2. Newspapers
3. Teacher generated materials
4. Code of Ethics

VI. SOCIAL EFFECTS AND RESPONSIBILITIES OF JOURNALISM

6.0 Learning Goal: To learn about the far-reaching effects of journalism on society and review the role of journalism as a tool for social change.
6.1 **Objective:** Students provide an in-depth analysis on some aspect of the broader impact of journalism and society.

6.1.1 **Benchmark:** Students will select his/her own topic to research the impact of media and society on each other and then undertake an independent research project on their topic.

**SAMPLE LEARNING ACTIVITIES:**

1. Using the textbook, outside sources, or teacher generated material, students will learn about the interrelation of media and society and the impact of one on the other.
2. Under the direction of the teacher, students will brainstorm potential research topics and projects.
3. Students will work individually or in pairs to undertake an independent research project approved by the teacher.

**ASSESSMENT METHODS:**

1. Students will present their research findings and conclusions to the class.

**INSTRUCTIONAL RESOURCES:**

1. Internet
2. *The Complete Reporter*
3. Supplemental readings/books