COURSE TITLE: Beginning Journalism A/B

COURSE NUMBER: 2850 / 4454

DEPARTMENT: Journalism/Yearbook (Arts, Media, and Entertainment Industry Sector)

PRE-REQUISITES: Recommend “C” in English/Language Arts or Teacher Recommendation

GRADE LEVEL: 9-12

LENGTH OF COURSE: One Year

SEMESTER PERIOD OF CREDITS: 5 per semester

ADOPTION DATE: December 14, 2004

MEETS EUHSD Elective Credit or Fine Arts/CTE Requirement

MEETS UC “g” ADMISSION REQUIREMENTS

TEXTBOOK: Journalism Matters, ©2001, by National Textbook Company
2004 A. P. Stylebook by the Associated Press.

COURSE DESCRIPTION: Beginning Journalism will introduce students to the various media skills necessary to produce a newspaper. Units will include Ethics of Journalism; Understanding News; Gathering News; Newspaper Style; Writing News Leads; Writing News Stories; Getting and Writing Interviews; Writing Feature Stories; Writing Sports Stories; Writing Editorials/Opinions; Reporting In-Depth; Broadcasting the News; Editing Copy; Photojournalism; Writing Headlines; Preparing and Selling Advertising; History of Journalism; Making up and Page Layout; Vocabulary; Production of the School Newspaper.
## COURSE UNITS/TOPICS

**AND**

### BEGINNING JOURNALISM

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<td>5. Writing News Leads</td>
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BEGINNING JOURNALISM

I. JOURNALISM ETHICS AND LEGAL RESPONSIBILITIES

1.0 Learning Goal: To learn the important points contained in the professional code of ethics for journalism and the major legal elements governing journalism

1.1 Objective: Students apply the code of ethics and legal responsibilities to all their work.

1.1.1 Benchmark: Students will demonstrate his/her knowledge of ethical requirements and legal responsibilities in writing and newspaper production assignments

SAMPLE LEARNING ACTIVITIES:
1. Students will rewrite the professional code of ethics to make it more appropriate for their school newspaper.
2. Students will research and present major court decisions affecting journalism.

ASSESSMENT METHODS:
1. Students will be given objective and/or essay test on ethics.
2. Students will be given real or simulated situations to evaluate in terms of ethical and legal issues.

INSTRUCTIONAL RESOURCES/TECHNOLOGY:
1. Journalism Matters
2. AP Stylebook
3. Newspapers
4. Internet

II. UNDERSTANDING NEWS

2.0 Learning Goal: To learn the elements of news writing

2.1 Objective: Students present material derived from a number of different sources in order that it can be discussed and analyzed as to its content and its use in informing, instructing, and telling what has happened.

2.1.1 Benchmark: Students will gather a series of published pieces of information and bring to the class for discussion and analysis.
SAMPLE LEARNING ACTIVITIES:
1. Evaluation and study of several school newspapers
2. Evaluation and study of other newspapers, magazines, and publications
   such as the North County Times, San Diego Union Tribune and the New York Times
3. Critique of news articles from magazines and newspapers

ASSESSMENT METHODS:
1. Evaluation of stories produced from real or simulated facts
2. Short answer or essay questions at discretion of instructor

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)

III. NEWS GATHERING FOR THE SCHOOL NEWSPAPER

3.0 Learning Goal: To gather newsworthy items that could be included in the school newspaper

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

3.1.1 Benchmark: Students will gather newsworthy information for at least one story a week that could be published in the school newspaper.

SAMPLE LEARNING ACTIVITIES:
1. Evaluation and study of other school newspapers
2. Evaluation and study of past school newspapers
3. Stories will be written based upon facts gathered.
4. Students will cover a regular “beat” on campus and will develop news items and stories.
5. Criticism of material from the media

ASSESSMENT METHODS:
1. Evaluation of stories produced from real or simulated facts
2. Sample stories produced for criticism or evaluation
3. Short answer or essay questions at discretion of instructor
4. School Newspaper Rubric

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)
4. Internet

IV. NEWSPAPER STYLE

4.0 Learning Goal: To know what is meant by editorial “style” and to learn the common style rules that are in effect for the school newspaper

4.1 Objective: Students find and use the elements of style contained in the AP Stylebook.

4.1.1 Benchmark: Students will identify key elements of style, using the stylebook.

4.2 Objective: Students apply elements of style for clear and consistent communication.

4.2.1 Benchmark: Students will be able to edit a story or article for consistency and correct style as set forth in the style manual.

SAMPLE LEARNING ACTIVITIES:
1. Evaluation and study of other school newspapers
2. Work sheets that require correction
3. Criticism and evaluation of material from the media

ASSESSMENT METHODS:
1. Critique of stories using the proper elements of style
2. Students will write stories using the proper elements of style.
3. Short answer or essay questions at discretion of instructor

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)
V. WRITING NEWS LEADS

5.0 Learning Goal: To write news leads that will depict the essence of a story and present it in a capsule form to capture the attention of the reader.

5.1 Objective: Using articles from school and other newspapers, students practice writing news leads.

5.1.1 Benchmark: Students will write at least one news lead for each story that he/she produces. The quality of the leads will be evaluated separately from the story itself.

SAMPLE LEARNING ACTIVITIES:
1. Leads will be written based upon articles submitted or written by the students themselves.
2. Critique the leads written by other students, either orally or in a formal evaluation.
3. Learn how to work against a deadline
4. Students will cover a regular “beat” on campus and will develop news items and stories.

ASSESSMENT METHODS:
1. Evaluate the news lead in sample article from newspapers, magazines, and textbook, using a rubric.

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)
4. Internet

VI. WRITING NEWS STORIES

6.0 Learning Goal: To respond actively to the requirements through integrated writing activities.

6.1 Objective: With real or simulated facts, students write a clear, concise, accurate,
factual story meeting acceptable journalism standards for lead, structure, length, emphasis, and other criteria.

6.1.1 **Benchmark:** Students will write at least one news story in both inverted pyramid and the straight story style that meets acceptable journalistic standards for presentation, style, accuracy, and interpretation.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will write stories based upon facts presented or furnished.
2. Students will evaluate and critique material from newspapers, magazines, textbook and internet sources.

**ASSESSMENT METHODS:**
1. Students will write a detailed article based on extended facts given by the teacher.
2. Short answer or essay at discretion of teacher
3. Journalistic Standards Rubric

**INSTRUCTIONAL RESOURCES:**
1. *Journalism Matters*
2. *AP Stylebook*
3. Newspapers (local and school)
4. Internet
5. Magazines

**VII. GETTING AND WRITING INTERVIEWS**

7.0 **Learning Goal:** To gather and write effective interviews

7.1 **Objective:** Students make appointments and interview a person using pre-written questions and write an article of appropriate length with correct quotations, suitable for publication in a school newspaper.

7.1.1 **Benchmark:** Students will prepare for and conduct an interview of a non-relative adult.

7.1.2 **Benchmark:** Students will write up the interview accurately and with proper attributions, in a form suitable for publication in a newspaper.
SAMPLE LEARNING ACTIVITIES:
1. Role-playing, where each student interviews one or more other students in the class.
2. Conducting and writing up campus interviews of students or staff members, using pre-written questions.
3. Demonstrations by experienced interviewers

ASSESSMENT METHODS:
1. Students will generate interview questions based on a hypothetical interview situations.
2. Evaluation of student-generated interview questions of a non-relative adult
3. Students will write a story from the interview of a non-relative adult.
4. Short answer or essay at discretion of instructor

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspaper (local and school)
4. Sample newsprint/television interviews

VIII. WRITING FEATURE STORIES

8.0 Learning Goal: To produce a feature story judged to be sufficiently acceptable by the school newspaper editors to be printed in the school newspaper

8.1 Objective: With real or simulated facts, students write a clear, concise, accurate, and factual feature story meeting acceptable journalism standards for lead, structure, length, emphasis, and other criteria.

8.1.1 Benchmark: Students will write at least one feature story in each of the inverted pyramid style and the straight story style that meets acceptable journalistic standards for presentation, style, accuracy, and interpretation.

SAMPLE LEARNING ACTIVITIES:
1. Students will write feature articles based upon facts presented or furnished.
2. Students will critique feature articles from newspapers, magazines, and other publications.
3. As students cover a regular “beat” on campus, they will be on the lookout for items to develop into feature stories.

ASSESSMENT METHODS:
1. Students will write a detailed feature article based on extended facts given by the teacher.
2. Short answer or essay at discretion of teacher
3. Students will write at least one article based on either the school “beat” or a school related activity that requires an interview.

INSTRUCTIONAL RESOURCES:
1. *Journalism Matters*
2. *AP Stylebook*
3. Newspapers (local and school)

IX. WRITING SPORTS STORIES

9.0 Learning Goal: To write a detailed, factual, objective sports story from actual or given facts

9.1 Objective: With real or simulated facts, students write a clear, concise, accurate, factual story about a sports event that meets acceptable journalism standards for lead, structure, length, emphasis, and other criteria.

9.1.1 Benchmark: Students will write at least one sports story in each of the advance, follow-up, and advance-follow-up story style that meets acceptable journalistic standards for presentation, style, accuracy, and interpretation.

SAMPLE LEARNING ACTIVITIES:
1. Students will write sports articles based upon facts presented or furnished.
2. Students will critique sports articles from newspapers, magazines, and other publications.
3. As students cover a regular “beat” on campus, they will be on the lookout for items to develop into sports stories. Students will write at least one article based on either the school “beat” that is sports related or a school-related sports activity that requires an interview.
ASSESSMENT METHODS:
1. Students will write a detailed sports article based on extended facts given by the teacher.
2. Short answer or essay at discretion of teacher
3. Journalistic Style Rubric

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)
4. Televised sporting events

X. WRITING EDITORIALS/OPINIONS

10.0 Learning Goal: To write an editorial or opinion article that focuses on one main theme and attempts to influence reader opinion

10.1 Objective: With real or simulated facts, students write a clear, concise, accurate, factual editorial which meets acceptable journalism standards for structure, length, emphasis, and other criteria.

10.1.1 Benchmark: Students will write one or more editorial or opinion article in interpretive, critical, persuasive, or commendation types of editorials.

SAMPLE LEARNING ACTIVITIES:
1. Students will write editorials or opinion articles based upon facts presented or furnished.
2. Students will write criticisms of editorials/opinion articles taken from the media.
3. Students will cover a regular “beat” on campus and will be seeking suitable subject matter for editorial or opinion articles.

ASSESSMENT METHODS:
1. Students will write a detailed editorial or opinion article based on extended facts given by the teacher or provided by student(s).
2. Short answer or essay at discretion of teacher
3. Rubric

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers
4. Internet
XI. REPORTING IN-DEPTH

11.0 **Learning Goal:** To conduct thorough research and to prepare a series of in-depth reporting articles

11.1 **Objective:** Given a routine story, students discuss ways in which the story could be given in-depth treatment through one long article or a continuing series of shorter articles.

11.1.1 **Benchmark:** Students will write at least one longer or in-depth article about a topic of current interest on the campus or in the community.

11.1.2 **Benchmark:** In addition to the expected criteria, students will finish his/her series of in-depth articles and will submit them for evaluation or publication.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will write an in-depth article based upon facts presented or furnished.
2. Students will write criticisms of in-depth articles taken from the media.
3. Students will cover a regular “beat” on campus and will be seeking suitable subject matter for in-depth reporting.

**ASSESSMENT METHODS:**
1. Students will write an in-depth article based on extended facts given by the teacher or provided by student(s).
2. Short answer or essay at discretion of teacher
3. Rubric

**INSTRUCTIONAL RESOURCES:**
1. *Journalism Matters*
2. *AP Stylebook*
3. Newspapers
4. Library resources
5. Televised broadcast of in-depth stories
XII. BROADCAST JOURNALISM

12.0 Learning Goal: To learn the elements of broadcast journalism and how broadcast media compares to print media

12.1 Objective: Students contrast writing for radio and television with writing for the print medium and write out a list of differences.

12.1.1 Benchmark: Students will be able to analyze the differences between broadcast and print journalism.

12.1.2 Benchmark: Students will be able to differentiate the functions of both broadcast journalism and print media in modern society.

SAMPLE LEARNING ACTIVITIES:
1. Students will listen/watch and analyze news broadcasts.
2. Students will write news broadcast and record it, if possible, to play it to the class or student body.
3. Students will critique the broadcast work of other students.
4. Students will take notes from articles and text on broadcast journalism.

ASSESSMENT METHODS:
1. Students will follow the same news story in both broadcast and print media and analyze the similarities and differences between the two.
2. Short answer or essay at discretion of teacher
3. Students will edit their own stories.

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers (local and school)
4. Televised newscasts
5. Radio broadcasts

XIII. PHOTOJOURNALISM

13.0 Learning Goal: To learn how to use a camera, set up shots, and edit photos for use in the school newspaper.

13.1 Objective: Students learn how to compose a photograph for maximum impact.

13.1.1 Benchmark: Students will evaluate the appropriateness of a photo in terms of content, ethics, and aesthetics.
SAMPLE LEARNING ACTIVITIES:
1. Students will critically analyze composition of professional and school photographs.
2. Students will evaluate and discuss ethical concerns of professional and school photographs.
3. Students will take pictures and conduct peer evaluation of photographs.
4. Students will take interesting and appropriate pictures to accompany various stories in the current issue of the newspaper.

ASSESSMENT METHODS:
1. Photo critiques
2. Test on content, ethics, and aesthetics of journalism

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. Camera
3. Photoshop
4. Newspapers and magazines

XIV. EDITING COPY

14.0 Learning Goal: To be able to identify, define, and use common copy-reading journalism notations

14.1 Objective: Given copy, students copy read it correctly and use correct proofreading notations and appropriate editing techniques.

14.1.1 Benchmark: Students will proofread at least one story and mark it correctly while reducing its length without losing the gist of the story.

14.1.2 Benchmark: In addition to the expected criteria, students will edit regularly submitted articles and stories for the school newspaper.

SAMPLE LEARNING ACTIVITIES:
1. Students will proofread articles provided by the teacher.
2. Students will edit rough copy and stories generated by peers.
3. Students will edit their own stories.

ASSESSMENT METHODS:
1. Objective test to identify the uses of the various proofreading notations
2. Students will edit copy provided by the teacher.
3. Editing rubric
INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Newspapers

XV. WRITING HEADLINES

15.0 Learning Goal: To write accurate and interesting headlines that summarizes the story

15.1 Objective: Students identify the key information that should be in a proper headline.

15.1.1 Benchmark: Students will write a headline for each story that he/she turns in for evaluation.

SAMPLE INSTRUCTIONAL ACTIVITIES:
1. Students will write headlines on professional articles from newspapers and magazines.
2. Student will write headlines based upon articles submitted or written by students themselves.
3. Students will critique the headlines written by other students, either orally or in a formal evaluation.

ASSESSMENT METHODS:
1. Headline test
2. Create headlines for articles
3. Headline rubric

INSTRUCTIONAL RESOURCES:
1. Journalism Matters
2. AP Stylebook
3. Internet
4. Newspapers
5. Magazines

XVI. PREPARING AND SELLING ADVERTISING

16.0 Learning Goal: To learn how to sell advertisements for the school newspaper to local businesses

16.1 Objective: Students select businesses and approach the owners or
managers to attempt to sell them advertising space in the school newspaper.

16.1.1 **Benchmark:** Students will be able to distinguish between display and classified ads and will be able, as a class, to comment on ads shown them by the teacher.

16.1.2 **Benchmark:** Students will go out into the community to sell advertising to be published in the school newspaper. They will quote rates and will learn how to follow-up.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will evaluate and study advertisements in other school newspapers.
2. Students will evaluate and study advertisements appearing in commercial newspapers and magazines.
3. Students will engage in role-playing situations where students practice selling advertising to each other.

**ASSESSMENT METHODS:**
1. Student will get credit for each advertisement sold.

**INSTRUCTIONAL RESOURCES:**
1. *Journalism Matters*
2. *AP Stylebook*
3. Yellow pages
4. Prepared contracts and pricing sheets

XVII. HISTORY OF JOURNALISM

17.0 **Learning Goal:** To learn the basic issues and elements of the development of journalism throughout history

17.1 **Objective:** Students understand the historic context of journalism.

17.1.1 **Benchmark:** Students will trace the various developments in journalism and explain their significance.

**SAMPLE LEARNING ACTIVITIES:**
1. Group projects on the main issues in the history of journalism
2. Create a timeline of major developments in journalism

**ASSESSMENT METHODS:**
1. Objective test on the history of journalism

INSTRUCTIONAL RESOURCES:
1. *Journalism Matters*
2. *AP Stylebook*
3. Internet
4. Newspapers

XVIII. MAKING UP AND LAYING OUT PAGES

18.0 **Learning Goal:** To demonstrate the principles of newspaper layout by labeling the principles followed or violated in the current layout of the school or community newspaper

18.1 **Objective:** Students identify different layout styles used in current newspapers and produce actual or simulated page layouts reflecting current trends.

18.1.1 **Benchmark:** Students will research various layout styles of newspapers in circulation and will show the similarities and differences between various papers.

SAMPLE LEARNING ACTIVITIES:
1. Students will critique various types of layout in class.
2. Students will prepare a comparison board of layout styles.
3. Students will learn the basic vocabulary and concepts of newspaper layout and design.

ASSESSMENT METHODS:
1. Short answer or essay questions at discretion of instructor

INSTRUCTIONAL RESOURCES:
1. *Journalism Matters*
2. *AP Stylebook*
3. Newspapers
4. Page Maker Software
5. Paste-up boards

XIX. VOCABULARY

19.0 **Learning Goal:** To demonstrate knowledge of the correct terminology used in the field of journalism
19.1 **Objective:** Students know the correct terminology in their journalism work including production of the school newspaper.

19.1.1 **Benchmark:** Students will define key journalism terms and use them correctly.

**SAMPLE LEARNING ACTIVITIES:**
1. Label different parts of a newspaper
2. Students will look up the definitions of journalism words.
3. Students will use journalism terms in context.

**ASSESSMENT METHODS:**
1. Objective test of vocabulary terms

**INSTRUCTIONAL RESOURCES:**
1. *Journalism Matters*
2. *AP Stylebook*
3. Newspaper
4. *Teaching Reading in the Content Areas,* “Vocabulary Strategies”

XX. **PRODUCING THE SCHOOL NEWSPAPER**

20.0 **Learning Goal:** To help produce and publish satisfactorily the school newspaper on a regular basis

20.1 **Objective:** With news and other kinds of stories, news releases, cartoons, editorials, advertisements and other material, students produce and distribute a factual, interesting school newspaper.

20.1.1 **Benchmark:** Students will gather newsworthy information for at least one story for each edition of the newspaper. Under the supervision of the editorial staff, students will help ready the newspaper for the printer.

**SAMPLE LEARNING ACTIVITIES:**
1. Students will write stories based upon facts gathered.
2. Students will assist in the publication of the newspaper, as needed.
3. Students will distribute the paper to the student body in a uniform and
timely manner.

**ASSESSMENT METHODS:**

1. Critique of the finished newspaper, using a rubric

**INSTRUCTIONAL RESOURCES:**

1. Page Maker
2. Clipart Software
3. Internet
4. Paste-up board