

Course Description

A. COVER PAGE	
Date of Submission (Please include Month, Day and Year) October 10, 2006	
1. Course Title Journalism	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input checked="" type="checkbox"/> College Prep Elective
2. Transcript Title(s) / Abbreviation(s) JOURNALISM 1 JOURNALISM 2 JOURNALISM 3	
3. Transcript Course Code(s) / Number(s) 245, 246, 247	
4. School El Toro High School, Laguna Hills High School, Mission Viejo High School, Trabuco Hills High School	
5. District Saddleback Valley Unified School District	
6. City Lake Forest, Laguna Hills, Mission Viejo, Mission Viejo	10. Grade Level(s) for which this course is designed <div style="display: flex; justify-content: space-around; width: 100%;"> 9 10X 11X 12X </div>
7. School / District Web Site www.svusd.k12.ca.us	11. Seeking "Honors" Distinction? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
8. School Course List Contact Name: Cathy Kane Title/Position: Coordinator, instructional Services Phone: (949) 460-3223 Ext.: E-mail: kanec@svusd.org	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
13. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <ul style="list-style-type: none"> <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Alternative course title for course with identical content at this school Title of previously-approved identical course: _____ <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Initiative course <input type="checkbox"/> Year-long VPA course replacing two approved successive semester-long courses in the same discipline <input type="checkbox"/> Approved P.A.S.S. course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Other. Explain: _____ 	

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

If so, which school(s)? Palo Alto High School

Course title at other school: Advanced Journalism

15. Pre-Requisites

1. Completion of English 1 with a “B” or above; Or English 1 Honors/AP/IB with a “C” or above.

2. Instructor approval following an interview and writing sample.

16. Co-Requisites

A “B” or above in current English class; Or a “C” or above in current English Honors/AP/IB

17. Is this course a resubmission? Yes No

If yes, date(s) of previous submission? May 20, 2005

Title of previous submission? Journalism

18. Brief Course Description

- A. Students in this course will participate in a series of multi-week writers workshops involving the study of researching, writing and editing for journalistic publications.
- B. In doing so, students will experience what the *Principal's Guide to Scholastic Journalism* calls “authentic assessment at its best — a synthesis of analysis and critical thinking, planning, and relating to an audience beyond the classroom, and performance-based outcomes.”
- C. The multi-week writers workshops will offer students critical readings and instruction in the four areas of focus: Research/Reporting, Writing, Editing and Evaluation. (1) During Research/Reporting, students will read about and discuss the best reporting practices of professional journalists — including multiple research strategies and the evaluation of sources — and apply this knowledge to their own work; (2) during Writing, students will read, analyze, critique and discuss model journalistic work,— and apply this knowledge to their own writings; (3) during Editing, students will study and discuss author’s craft and revision strategies— and apply this knowledge to their own work; and (4) during Evaluation students will evaluate their own writing through meta-cognitive reflections and other’s work through peer evaluations.
- D. The writing workshops at the course’s core are built on concepts articulated in the National and California Writing Projects’ Writing Process, including three steps that often are addressed less effectively in most other language arts courses, including “pre-composing,”— that is, finding the appropriate shape for the discourse, “peer responding,” and “publication,” which is the final and necessary step in an authentic writing process. As developed in other language arts courses, evaluation is another key step in the writing process.
- E. During each multi-week writers workshop, students will participate in intensive *after-school* work sessions to edit the articles developed in the workshop and place them in journalistic publications. The publication step in journalism courses serves many of the same functions that (1) recitals, shows and performances do in the arts curricula and (2) that laboratory work serves in the science curricula: these are alternative forms of learning and of assessment that go beyond direct instruction and traditional modes of assessment. Publication deadlines will affect after-school activities, not in-class activities.
- F. The quantity and quality of writing in this course will be commensurate with that expected in upper-division honors English courses and similar to honors/AP courses; the reflection, peer editing, and revision will be as rigorous, or more rigorous than what is expected in other language arts class, and the final editing will be dictated by professional production values, which are more exacting than those demanded elsewhere in the curriculum. Writing for this course seeks to meet the standards of professional publications in accuracy, clarity, the prioritization of the elements of discourse, and in proofreading.
- G. Students who perform publication functions (advertising, design, and photography, for instance) but who do not complete the required reading and writing tasks will be enrolled in a non-UC approved Journalism course.

B. COURSE CONTENT

Please refer to instructions

19. Course Goals and/or Major Student Outcomes

Students will:

- Become better writers and critical thinkers through mastery of reading, research, analysis and synthesis skills demonstrated in discussion, written work and evaluations.
- Analyze current literature and the published writing styles of professional publications and demonstrate the ability to compare and contract, critique and evaluate different formats through discussion, written reflection, and tests.
- Demonstrate a sense of purpose and audience in their written work through the campus publication.
- Deepen their understanding of journalism in modern American life and its implications to American and global society — including legal, and ethical implications — through reading, discussion, analysis and writing, to be demonstrated in discussion, on tests, and in written work.
- Demonstrate mastery of key concepts, principles, processes, tools, and skills necessary for reading, writing, and editing non-fiction through discussion, tests, and in written work; demonstrate a high degree of competency in producing, editing and publishing non-fiction, including placement of finished works in appropriate journalism publications.

The publication of student-run media is a major vehicle for achieving these goals and outcomes.

20. Course Objectives

In order to accomplish Course Goals, students will:

Objective	English-Language Arts Content Standards for California Public Schools
<p>Through critical <i>reading</i> of a variety of literary and journalistic texts and through <i>discussion</i>, quizzes, and reflective <i>writing</i> — and through participating in a series of writers workshops integral to the publication of student media — students will increase their understanding of:</p> <ol style="list-style-type: none"> 1. The power of the press and its role in democratic society; 2. Major concepts in U.S. press history, including connections with social, political and economic events; 3. Communication theories; 4. Ethical, legal and business issues involved contemporary American journalism. 5. Awareness and understanding of local, regional state, and national and international current events 	<p>Grade 9-10, 1.0 Listening and Speaking Strategies <i>Comprehension</i></p> <p>1.1 Formulate judgments about the ideas under discussion and support those judgments with convincing evidence. 1.2 Compare and contrast the ways in which media genres (e.g., televised news, news magazines, documentaries, online information) cover the same event.</p> <p>Grade 11-12, 1.0 Listening and Speaking Strategies <i>Comprehension</i></p> <p>1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language). 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels. 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).</p>
<p>Through analysis of model non-fiction writing taken from leading newspapers, magazines, online sources, and books, students will develop understanding of the organization, style, intent, and themes of various non-fiction</p>	<p>Grade 9-10, 2.0 Reading Comprehension <i>Expository Critique</i></p> <p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings. 2.8 Evaluate the credibility of an author's argument or defense of</p>

<p>writing styles.</p>	<p>a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).</p> <p>Grade 9-10, 3.0 Literary Response and Analysis <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.5 Compare works that express a universal theme and provide evidence to support the ideas expressed in each work. 3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. <i>Literary Criticism</i> 3.12 Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)</p> <p>Grade 11-12, 2.0 Reading Comprehension <i>Expository Critique</i> 2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).</p> <p>Grade 11-12, 3.0 Literary Response and Analysis <i>Narrative Analysis of Grade-Level-Appropriate Text</i> 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim. <i>Literary Criticism</i> 3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)</p>
<p>Students will apply their knowledge of non-fiction research and writing techniques, organization, style, intent, and themes to writing that they take through all the stages of the writing process, including publication.</p> <p>Students will direct their research on issues and interests by generating ideas and questions, and by posing problems. They will gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</p> <p>In particular, students writing news and feature articles will:</p> <ul style="list-style-type: none"> • Conduct research using a variety of credible, verifiable sources, including official documents, surveys, databases, and online and print sources; • Demonstrate mastery of interviewing techniques for primary and secondary research; 	<p>News and Feature articles:</p> <p>Grades 9-10, 2.0 Reading Comprehension <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i> 2.3 Generate relevant questions about readings on issues that can be researched. 2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.</p> <p>Grades 9-10, 1.0 Writing Strategies <i>Organization and Focus</i> 1.1 Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing. 1.2 Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice. <i>Research and Technology</i> 1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources. 1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p>

<ul style="list-style-type: none"> • Learn to evaluate disparate, wide-ranging, and sometimes contradictory information and data; • Learn to synthesize the information and data into a coherent, readable form. • Learn to evaluate websites and determine their level of credibility; • Employ point of view and other stylistic devices, and related literary elements for specific rhetorical and aesthetic purposes; • Structure ideas and argument in a sustained, persuasive and sophisticated way; • Enhance meaning by employing rhetorical devices; use language in natural, fresh and vivid ways to establish tone; • Revise text to highlight individual voice, improve sentence variety and style, and to enhance subtlety of meaning and tone; • Integrate databases, graphics, and spreadsheets into word-processed documents; • Combine text and images, drawing information from many sources; • Select media skillfully, editing appropriately and monitoring for quality. <p>When students write opinion stories and columns, they will:</p> <ul style="list-style-type: none"> • Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies; • Draw comparisons between specific incidents and broader themes that illustrate the writer’s important beliefs or generalizations about life; • Maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas; • Use rhetorical strategies to support the main proposition; • 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; • Include information from as many relevant perspectives as possible and take into consideration the validity and reliability of sources. 	<p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p> <p>1.8 Design and publish documents by using advanced publishing software and graphic programs.</p> <p>Grades 9-10, 2.0 Writing Applications (Genres and Their Characteristics)</p> <p>2.3 Write expository compositions, including analytical essays and research reports:</p> <ol style="list-style-type: none"> a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives. b. Convey information and ideas from primary and secondary sources accurately and coherently. c. Make distinctions between the relative value and significance of specific data, facts, and ideas. e. Anticipate and address readers' potential misunderstandings, biases, and expectations. f. Use technical terms and notations accurately. <p>Grades 11-12, 2.0 Reading Comprehension <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p> <p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>Grades 11-12, Writing Strategies <i>Organization and Focus</i></p> <p>1.1 Demonstrate an understanding of the elements of discourse (e.g., purpose, speaker, audience, form) when completing narrative, expository, persuasive, or descriptive writing assignments.</p> <p>1.4 Enhance meaning by employing rhetorical devices, including the extended use of parallelism, repetition, and analogy; the incorporation of visual aids (e.g., graphs, tables, pictures); and the issuance of a call for action.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a specific tone.</p> <p>Opinion Articles and columns:</p> <p>Grades 9-10, 2.0 Writing Applications</p> <p>2.4 <i>Write persuasive compositions</i></p> <ol style="list-style-type: none"> a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.
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<p>Through the publication timeline, students will demonstrate their understanding of the importance of meeting deadlines.</p>	<p>Grades 11-12, 1.0 Writing Strategies 1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>Grades 11-12, 2.0 Writing Applications <i>2.3 Write reflective compositions</i> 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.</p>
<p>Students will learn and apply knowledge of language structure, language conventions, media techniques, copy editing and journalistic styles, to create, critique, and discuss print and non-print texts. Students will demonstrate control of the written and oral conventions of the English language through their work.</p>	<p>Grades 9-10, 1.0 Written and Oral English Language Conventions <i>Grammar and Mechanics of Writing</i> 1.1 Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens). 1.2 Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses). 1.3 Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p><i>Grades 9-10, 1.0 Writing Strategies</i> <i>Evaluation and Revision</i> 1.9 Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>Grades 11-12, 1.0 Written and Oral English Language Conventions 1.1 Demonstrate control of grammar, diction, and paragraph and sentence structure and an understanding of English usage. 1.2 Produce legible work that shows accurate spelling and correct punctuation and capitalization. 1.3 Reflect appropriate manuscript requirements in writing.</p> <p>Grades 11-12, 1.0 Writing Strategies <i>Evaluation and Revision</i> 1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.</p>
<p>Students will participate in peer critiques through written evaluation, peer coaching and teacher-provided evaluations of their communication skills. Students complete self-evaluations to monitor their improvement in writing and set writing goals throughout the year.</p> <p>All writing will be included in student</p>	<p>Teacher Performance Expectations <i>TPE 3</i> -Teaches students how to use self-assessment strategies -Provides guidance and time for students to practice these strategies</p> <p>Grades 11-12, 2.0 Writing Applications</p>

<p>portfolios or stringbooks along with a resume to use to obtain internships or professional interviews. Students reflect on their accomplishments as writers with a meta-cognition reflection for each of their published articles in their stringbook.</p>	<p>2.5 Write job applications and résumés:</p> <ul style="list-style-type: none"> 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.
<p>Students will improve their oral communication and listening skills as they (1) participate in interviews, press conferences and other reporting opportunities; (2) assume both leadership and support roles in the class; (3) give and receive oral and written responses to their writing; and (4) as they listen attentively and take notes during lectures, presentations.</p>	<p>Grades 9-10, 2.0 Speaking Applications (Genres and Their Characteristics)</p> <p>2.3 Apply appropriate interviewing techniques:</p> <ul style="list-style-type: none"> a. Prepare and ask relevant questions. b. Make notes of responses. c. Use language that conveys maturity, sensitivity, and respect. d. Respond correctly and effectively to questions. e. Demonstrate knowledge of the subject or organization. f. Compile and report responses. g. Evaluate the effectiveness of the interview. <p>Grades 11-12, 1.0 Listening and Speaking Strategies</p> <p><i>Organization and Delivery of Oral Communication</i></p> <p>1.8 Use effective and interesting language, including:</p> <ul style="list-style-type: none"> a. Informal expressions for effect b. Standard American English for clarity c. Technical language for specificity
<p>Students conduct in-depth research and produce a multimedia presentation on a famous print or broadcast journalist (list provided by the instructor) and deliver it to the class. Students are required to read and reference least one book, two print articles and two online articles and include the annotations and citations within the presentation.</p>	<p>Grades 11-12 Standards, 2.4 Deliver multimedia presentations:</p> <ul style="list-style-type: none"> a. Combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and 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. <p>Grades 11-12, 1.0 Writing Strategies</p> <p><i>Research and Technology</i></p> <p>1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p> <p>1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).</p> <p>1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.</p>

21. Course Outline

The class runs on a repeated two- to three-week cycle conforming to the production cycle of the school's student news publication. The students will be producing 13 newspaper editions per year so the module schedule will be two or three weeks depending on holidays or testing schedules. The cycle begins with story ideas and assignments, and, while students are using their after-school time to pursue those assignments, the teacher provides instruction. Major forms of instruction include:

A. Instructional Modules on Reporting, Writing and Editing

Academic units covering topics in reporting, writing and editing will be offered as instructional units during each two- to three-week module. These units will have a long-term bearing on students understanding of and ability to practice journalism. See the chart on following pages for examples of instructional modules.

B. Topical Instruction

One or two days of each two- to three-week module will be set aside for opportunities to provide issue-specific background, legal and ethical resources, and other support for students taking on weighty topics. For instance, if the students have decided to do a center-spread and editorial on military recruitment on high school campuses, the instructor might prepare a combination of one or more of the following:

- A guest speaker (a military recruiter, an anti-war activist, a successfully recruited soldier);
- Professional newspaper and magazine articles about the issue;
- The text of a recent Supreme Court case about military recruitment on campus;
- Audio or video (Perhaps a clip from the film *Fahrenheit 911*) that addresses the issue.

C. Writing-Editing Practicum

During the second or third week of every publication cycle, students spend an additional 20 hours per week *outside of class* in intensive writing-editing work sessions during which time students revise their stories multiple times, place the stories on the publication page, write headlines, place photos and other graphics, write captions, and design the page layout. These sessions provide students with opportunities to revise their work, focusing on content, structure, grammatical issues, clarity, and diction, getting feedback from a variety of peer sources as well as from the teacher/adviser. The process also gives students an opportunity to apply their newly acquired knowledge of design principles using industry-standard software. Each two- to three-week cycle ends with students engaging in meta-cognitive reflective journals and/or discussion.

A major component of the after-school sessions is peer editing. In the interest of instilling in students the importance of response and revision in the writing process, many students in the class are required to be section editors, a job requiring that they read, respond to, and edit stories that appear on their pages. Under the teacher/adviser's supervision, the strongest writers serve as section editors and editors-in-chief; they conduct multiple rounds of response/revision with writers both before and after stories are placed in the publication. A different editor reads each article each time, providing the writer with a variety of perspectives.

In addition to peer editing responsibilities, the editor-in-chief — under the instructor's supervision — lead class, create a sense of community, foster the development of good journalistic principles, guide students in the selection of story ideas, help students do primary research, and serve as writing coaches.

STRUCTURE OF TYPICAL THREE-WEEK SCHEDULE

	Day	In-class activity	Outside-of-class activity*
Week 1	M	1. Current events accountability quiz. Review of current events and trends in local press. 2. Writers Workshop: 2a. Adviser and students analyze and critique the last student publication and reflect on problems and areas for	Section editors and editor in chief (EIC) analyze all stories in their section and complete evaluation forms to give to the adviser the following day. Editorial Board meets during lunch to discuss the upcoming edition and/or other issues. Editors select stories and make assignments.

		revision or improvement. The class sets goals for the following publication. 2b. Discussion of localizing current events. Story ideas developed and discussed.	
	T	1. Anticipatory set for reading assignments in Instructional Module. Assign and introduce homework/readings for this module. 2. Writers Workshop: Editor distributes story and deadline list and alerts the staff to any additional requirements for the edition. All reporters are assigned two articles (1,000 words).	Editors continue developing story assignments. Students begin reading of assigned literature in preparation for Instructional Module on Reporting, Writing and Editing; reflective response. (<i>Continues nightly</i>) Reporters develop research questions and plan. Plan includes copies of model professional articles on the same topic or with a similar approach as the reporter intends to pursue. Adviser/student writing conference session during tutorial period or lunch.
	W	1. Instructional Module: 1a. Accountability quiz/assessment for reading. (<i>Continues daily based on reading requirements</i>) 1b. Discussion of writing and editing and reflection	Reporters begin research process. Most stories will have at least three primary document sources and three primary interview sources. Adviser/student writing conference session during tutorial period or lunch.
	Th	1. Topical instruction/exploration. 2. Writers Workshop: Reporters submit research questions and plan to editors.	Same as above. Adviser/student writing conference session during tutorial period or lunch. Editors review and provide commentary on reporters' research questions and plan.
	F	1. Blast Writing: Writers use narrative writing techniques to respond to a prompt and complete a story. 2. Writers Workshop: Editors return and discuss edited research plans.	Same as above. Adviser/student writing conference session during tutorial period or lunch. Reporters continue research for stories and start working on their stories draft.
Week 2	M	1. Current events accountability quiz. Review of current events and trends in local press. 2. Instruction Module on Reporting, Writing and/or Editing.	Same as above. Editorial Board meets during lunch to discuss the upcoming edition and/or other issues and to choose the staff editorial and pro/con articles topic. Reporters complete their story draft for editor review.
	T	1. Instructional Module on Reporting, Writing and/or Editing. Assign project related to Instructional Module. 2. Writers Workshop: Articles submitted for first round of editing.	Editors provide written feedback to first drafts, focusing on "big picture" concerns. Students start working on projects associated with Instructional Module.
	W	1. Instructional Module on Reporting,	Writers revise.

		Writing and/or Editing. 2. Writers Workshop: Articles returned to writers.	Students continue working on projects associated with Instructional Module.
	Th	1. Topical Instruction 2. Writers Workshop: Articles re-submitted	Editors provide written feedback to second drafts, focusing on smaller picture concerns. Students continue working on projects associated with Instructional Module.
	F	1. Best Sellers Writing Activity: Students use narrative writing techniques to write a story (timed writing) on a specific theme. 2. Writers Workshop: Articles returned to writers.	Students continue working on projects associated with Instructional Module. Writers revise.
Week 3	M	1. Current events accountability quiz. Review of current events and trends in local press. 2. Articles and graphics placed; first round of page edits takes place.	Articles placed on page and first round of page edits takes place. Editorial Board meets during lunch to discuss edition issues and the upcoming after-school production schedule for the week. Students continue working on projects associated with Instructional Module.
	T	Captions, headlines written; text expanded or compressed to fit graphic requirements; widows, orphans eliminated; second round of edits.	Pictures, captions placed on pages and second round of edits. Students continue working on projects associated with Instructional Module.
	W	All students editing.	All students peer editing Students continue working on projects associated with Instructional Module.
	Th	All students editing.	All students peer editing Students continue working on projects associated with Instructional Module.
	F	1. Instructional Module projects due and meta-cognitive reflection of three-week module, including students making connections between Writers' Workshop product, Instructional Modules, and Topical Discussions. 2. Students stuff advertisements and distribute newspapers to all 4 th period classes.	Students reflect on and evaluate their own writing (published) and prepare for adviser conference to discuss their writing and establish goals. Students can meet with the adviser on Tuesday - Friday during tutorial period (half-hour daily study hall) or during lunch. Students work on story ideas for next edition.

STRUCTURE OF TYPICAL TWO-WEEK SCHEDULE

	Day	In-class activity	Outside-of-class activity*
	M	1. Current events accountability quiz. Review of current events and trends in local press. 2. Writers Workshop:	Section editors and editor in chief (EIC) analyze all stories in their section and complete evaluation forms to give to the adviser the following day. Editorial Board meets during lunch to discuss the

Week 1		2a. Adviser and students analyze and critique the last student publication and reflect on problems and areas for revision or improvement. The class sets goals for the following publication. 2b. Discussion of localizing current events. Story ideas developed and discussed.	upcoming edition and/or other issues as well as the staff editorial and pro/con articles' topics. Editors select stories and make assignments.
	T	1. Anticipatory set for reading assignments in Instructional Module. Assign and introduce Instructional Module project. 2. Writers Workshop: Editor distributes story and deadline list and alerts the staff to any additional requirements for the edition. All reporters are assigned one story (500-750 words) which is due this week and one additional story (500-750 words) for the publication following this cycle which will be due at the end of week two.	Students begin reading of assigned literature in preparation for Instructional Module Project on Reporting, Writing and Editing; reflective response. (<i>Continues nightly</i>) Reporters develop research questions and plan. Plan includes copies of model professional articles on the same topic or with a similar approach as the reporter intends to pursue. Adviser/student writing conference session during tutorial period or lunch.
	W	1. Instructional Module: 1a. Accountability quiz/assessment for reading. (<i>Continues daily based on reading requirements</i>) 2. Writers Workshop: Reporters submit research questions and plan to editors.	Adviser/student writing conference session during tutorial period or lunch. Editors review and provide commentary on reporters' research questions and plan.
	Th	1. Topical instruction/exploration. 2. Writers Workshop: Editors return and discuss edited research plans.	Adviser/student writing conference session during tutorial period or lunch. Reporters continue research for stories and start working on their story draft.
	F	1. Blast Writing: Writers use narrative writing techniques to respond to a prompt and complete a story (timed writing). 2. Writers Workshop: Articles submitted for first round of editing. Editors provide written feedback to first drafts, focusing on "big picture" concerns and return articles to reporters.	Adviser/student writing conference session during tutorial period or lunch. Reporters revise drafts.
Week 2	M	1. Current events accountability quiz. Review of current events and trends in local press. 2. Writers Workshop: Articles re-submitted and edited by section editors.	Reporters revise and work on final draft. Reporters begin working on story #2 for next publication and complete research and action plan. Editorial Board meets during lunch to discuss edition issues and the upcoming after-school production schedule for the week.
	T	Articles and graphics placed; first round of page edits takes place.	Articles placed on page and first round of page edits takes place.

			Section Editors review reporters' action plan.
	W	Captions, headlines written; text expanded or compressed to fit graphic requirements; widows, orphans eliminated; second round of edits.	All students peer editing Reporters working on first draft of story #2.
	Th	All students editing in "clocking" peer editing session in groups of 4 students checking for sentence structure, general grammatical errors, punctuation, research and quotes.	All students peer editing Section editors provide edit and provide commentary for story #2.
	F	1. Instructional Module projects due and meta-cognitive reflection of three-week module, including students making connections between Writers' Workshop product, Instructional Modules, and Topical Discussions. 2. Students stuff advertisements and distribute newspapers to all 4 th period classes.	Students reflect on and evaluate their own writing (published) and prepare for adviser conference to discuss their writing and establish goals. Students can meet with the adviser on Tuesday - Friday during tutorial period (half-hour daily study hall) or during lunch. Students work on story ideas for next edition and complete second draft of story #2 to turn in on Monday.

BEGINNING BOOT CAMP – September

Students participate in a four-week "boot camp" through the use of the *Journalism Matters* textbook and professional articles from publications as they are relevant to the topics addressed. Students will write a two-page summary of the text using reader response strategies (adapted from Carol Booth Olsen, UCIWP) with assessment/accountability quizzes for each chapter. Students will also participate in daily writing activities and homework assignments. For example, after completing the reading and discussion for Chapter 6 "Writing a News Story," the students will participate in a mock press conference to interview, take notes, and write a story due the following day. Overall, the students will read critically, write and analyze, and participate in discussion on the related topics. Following the boot camp, the students take an objective multiple choice and short-answer test as well as an on-demand writing assessment on this material and they must receive an "A" in order to write for the school's publication.

Returning Students (Journalism 2, 3): All returning students will have leadership positions on the staff and will focus on setting standards and goal-setting for the year during the four-week boot camp. They will also be required to brush up on the material and take the boot camp assessment and also receive an "A" to keep an editorial position.

	REPORTING	WRITING	EDITING
WEEK #1	Ethical Choices/Student Press Law 1. Discuss/read <i>Journalism Matters (JM)</i> Chapter 2 "Making Ethical Choices": Ethics, confidentiality, censorship, obscenity, copyright, libel, slander, prior review, off-the-record, retraction, student expression policy, publication board, SPJ Code of Ethics, California Ed Code 48907 and 48950, First Amendment freedoms as they	Journalistic Writing 1. Read/discuss "Portrait of a Young Journalist" by Mark Goodman. On-demand writing assignment: Discuss Goodman's statement, "Writing journalistically teaches one certain logical thought processes." Prompt: Why is a logical thought process important in writing? How do you think this applies to journalistic writing? Explain.	Journalistic Style/Editing 1. Introduce newspaper style guide for memorization. 2. Read <i>JM</i> Chapter 8 on "Stylebooks and Style" and "Scholastic Style" Editor as Leader Discuss the editor's role in a publication related to ethics, student press law and the decision-making process. On-demand writing prompt: Why is it

	<p>apply to high school newspapers, and basic principles of Tinker v. Des Moines, Bethel School District v. Fraser, and Hazelwood School District v. Kuhlmeier and the Student Press Law Center.</p> <p>2. Guest Speaker A discussion with a college professor on ethics, student press law and censorship.</p>	<p>2. Narrative/Story Activities Journalism 1: Students complete a personal front page: write stories and design and layout that reflects themselves.</p> <p>Journalism 2, 3: Students write a story about their summer in any journalistic genre.</p>	<p>important for editors to know student press law?</p>
WEEK #2	<p>Journalism Terminology 1. Read/discuss <i>JM</i> Chapter 3 “What is News”: News, gatekeeper, timeliness, run, prominence, proximity, conflict, impact, human interest, wire service, tip, budget, top story, news hole, news flow, cut, deadline, column inch, news judgment, beat, local angle, localize, futures file.</p> <p>2. Read/discuss the “Byline” by Dan Rather. On Demand Writing Assessment: Discuss Rather’s choice to confirm on the air that Martin Luther King Jr. was dead. Do you think it was enough verification? Explain. Discuss his action in relation to the quote: “Journalism should be the truth verified.” Discuss in class.</p>	<p>News Writing 1. Guest Speaker A local reporter discusses writing for a newspaper.</p> <p>2. On-demand writing assignment: Read several quotes about journalism related to news writing (provided by instructor) and choose the best one to discuss and analyze. Discuss in class.</p>	<p>Editing Standards for Publications Review <i>The Newspaper Designer’s Handbook</i> and discuss design goals and expectations.</p> <p>Style/Editing Rules Students will find examples of <i>AP Style</i> rules in professional publications.</p>
Week #3	<p>Newsgathering 1. Read/discuss <i>JM</i> Chapter 4 “Searching for Sources” Beat reporting, physical sources, using human sources (reliability and anonymity), and the computer search.</p> <p>2. Read/discuss “Finding the Flaw” and discuss Harry Romanoff’s, a police reporter, quote: “Once in a while, you have to shade things to protect the public’s right to know.” What, if anything, is wrong with Romanoff’s explanation? Discuss in class.</p> <p>3. Read/discuss suggestions and</p>	<p>News Story Structure 1. Read/discuss <i>JM</i> Chapter 6 “Writing a News Story” - Writing direct and indirect leads, organizing a news story – inverted pyramid and storytelling, accuracy, objectivity, point of view, readability, and transitions.</p> <p>2. Guest Speakers: One newspaper reporter and one broadcast reporter tell how they write stories for media and how they identify a lead for a story.</p> <p>Focus on Leads Students identify the 5Ws and H and write direct and indirect leads.</p>	<p>News Editing Read/discuss the section in <i>JM</i> Chapter 6 on “Editing a News Story”</p>

	<p>key questions for reporters from Carol Hallenbeck.</p> <p>Introduction to Photojournalism</p> <p>1. Slideshow on photo compositional elements.</p> <p>2. Guest Speaker: local college photojournalism professor</p>		
WEEK #4	<p>Interviewing</p> <p>1. Read/discuss <i>JM</i> Chapter 5 “Interviewing”. Planning for an interview, preparing questions, conducting individual and group interviews, and putting it all together.</p> <p>2. Read/discuss “Byline” by John Brady. Brady encourages reporters to research beforehand so the source will “give you a little bit more of their time, a little more honesty, and a better story in the end.” How can high school reporters accomplish this? Discuss in class.</p> <p>3. Guest Speaker: A local reporter discusses interviewing techniques.</p> <p>4. Read/discuss “What Questions Do We Ask” by Carol Hallenbeck and “Develop Interviewing skills” by Mary Jo Thomas.</p>	<p>Journalistic Genres</p> <p>1. Introduce the various genres in journalistic writing: news, feature, opinion, entertainment and sports.</p> <p>2. Paper Chase Activity: Students bring a newspaper to class and to become more familiar with the newspaper and discuss the genres.</p> <p>Journalistic Writing</p> <p>On-demand writing assignment: in your own words define journalism and explain what it means to you.</p>	<p>Editor as Polisher</p> <p>Read/discuss <i>JM</i> Chapter 8 on spelling, choosing the correct and concise word, placing modifiers carefully, action verbs, active sentences, eliminating redundancies and clichés.</p> <p>Focus on Style</p> <p>Assessment on newspaper publication style guide through a copy-editing test.</p>

1st SEMESTER INSTRUCTIONAL MODULES – October-January

In addition to the material below, students will read approximately 5-10 current professional articles per week. Some articles are for class discussion on journalism practices based on current issues, basic journalistic structure or storytelling techniques. For other articles, students are required to complete article analyses or a compare/contrast written response that are graded by the instructor.

Journalism 2, 3: All students are required to participate in the readings above and any new material presented that was not covered in Journalism 1. During the Reporting, Writing, and Editing modules, Journalism 2 students are required to read chapters of Bobby Hawthorne’s *Radical Write* and complete assignments provided by the instructor related to that text. Journalism 3 students will follow along with the Literary Journalism students and will read Jon Franklin’s *Writing For Story* in preparation for the second-semester assignment: a character- and issue-driven feature story (as outlined in the Literary Journalism course description approved by UC Regents in the spring of 2006).

	REPORTING	WRITING	EDITING/EDITORIAL THEORY
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WORK-SHOP #1 (3 week)	Objectivity in Reporting 1. Discuss Fact v. Opinion in news stories. Students view a PowerPoint presentation and they must determine facts v. editorializing. 2. Read/discuss “Byline” by Alan Ota. Discuss Ota’s statement: “I learned to separate my feelings from my professional goal of being objective.” Why is it important for journalists to be objective? How can journalists accomplish objectivity? Discuss in class. 3. Guest Speaker: a college journalism adviser/professor	Attribution in Writing Read/discuss <i>JM</i> Chapter 7 “Writing with Quotations” Using quotations, choosing appropriate quotations (direct and indirect), other uses for quotations, paraphrasing and attribution.	Unbiased Editing/Attribution Punctuation 1. Read/discuss <i>JM</i> Chapter 8 - “Avoiding bias in language” and <i>JM</i> Chapter 7 “Punctuating Quotations.” 2. Students critique quotations used in a story. Are the quotations meaningful? Do they add meaning to the story? Are the quotations attributed correctly? Are they punctuated correctly? Is the fragmentary quotation used effectively?
	Journalism 2 Leads Read/discuss Chapter 2 “Find a Reader” of Bobby Hawthorne’s <i>Be Radical</i> textbook and complete chapter assignments.		
WORK-SHOP #2 (2 week)	Gatekeeper Concept in Reporting Read/discuss “How Media Handle a Story” from <i>Practical Ideas for Teaching Journalism</i> .	Writing and Editing Ethics View/discuss <i>Absence of Malice</i> . On-demand writing assignment: Though the public may have a legal right to know where the friend was during the time he was charged with committing a crime, did the public need to know about the abortion?	Editor as gatekeeper Read/discuss “The Gatekeeper Concept” by Carol Hallenbeck.
	Journalism 2 Pre-Reporting Read/discuss <i>RW</i> Chapter 3 “Focus on Reporting” and complete chapter assignments.		
WORK-SHOP #3 (3 week)	A Reporter’s Responsibility 1. Read/discuss “Portrait of a Young Journalist” by Noah Kotch. Discuss Kotch’s statement: “We’re doing what real newspapers do. Real newspapers in many ways push agendas and push ideas.” How do you think a high school publication can accomplish this? Explain why journalism is important to you. Discuss in class. 2. Guest Speaker: a local reporter Finding expert sources 1. Introduction to profnet.com and other resources found at PowerReporting.com.	Writing Interesting Stories Read/discuss Chapter 1 “Be Radical” of <i>Radical Write</i> by Bobby Hawthorne on writing interesting stories and generating ideas.	Editor as Skeptic View/discuss <i>Shattered Glass</i> , a film about how an editor caught a lying reporter. Follow-up: Students contact each source quoted in a story. Quoted fairly?

	<p>Evaluating Web sources Is Wikipedia trustworthy?</p>		
<p>Journalism 2 Story Telling Read/discuss <i>RW</i> Chapter 4 “Tell Readers a Good Story” and complete chapter assignments.</p>			
<p>WORK-SHOP #4 (2 week)</p>	<p>In-Depth Reporting Read/discuss <i>JM</i> Chapter 9 “In-Depth Reporting” Finding stories, focus, concentrating on details, in-depth interviews, investigative reporting, and multistory reports.</p> <p>Interviewing techniques Read/discuss “Adding depth to the interview process” by Linda Mook.</p>	<p>Scene Writing Read/discuss topics in <i>JM</i> Chapter 9 on Structuring Longer Stories: using creative beginnings, writing in scenes, creating a sense of place and point of view.</p>	<p>The Editor’s Role in In-Depth Reporting Guest Speaker: a local editor</p>
	<p>Journalism 2 Angles in News and Feature Stories Read/discuss <i>RW</i> Chapter 5 “Finding an Angle” and complete chapter assignments.</p>		
<p>WORK-SHOP #5 (2 week)</p>	<p>Investigative Reporting 1. View/discuss <i>All the President’s Men</i> 2. On-demand writing assignment: What is investigative reporting? What is the role of an investigative reporter? What skills/attributes do investigative reporters have? Discuss in class.</p>	<p>The Role of the Press Write an analytical essay on the role of the press in society. Use the film <i>All the President’s Men</i> as well as a current example in the media to support your thesis.</p>	
	<p>Journalism 2 Descriptive Writing Read/discuss <i>RW</i> Chapter 6 “Show, Don’t Tell” and complete chapter assignments.</p>		
<p>WORK-SHOP #6 (2 week)</p>	<p>Journalism 1, 2, 3</p> <p>A Journalist’s Life Guest speaker: a local reporter</p> <p>Famous Journalist Project Students complete a research project on a famous print or broadcast journalist and present a PowerPoint presentation to the class.</p>	<p>Journalism 1, 2, 3</p> <p>Portfolios/stringbooks Students compile and reflect upon the semester’s work.</p> <p>Expository essay exam What form(s) of questionable journalistic ethics should be acceptable and practiced to “get the story”?</p>	

	REPORTING	WRITING	EDITING*
WORK-SHOP #7 (3 week)	Feature Reporting Read/discuss <i>JM</i> Chapter 10 “Writing Features” Finding subjects that matter, profiles, checking references and starting an idea file.	Feature Writing 1. Read/discuss <i>JM</i> Chapter 10 “Writing Features” related to thinking about beginnings, endings, organizing material, voice, description, and humor. Scene Writing Cont. Read/discuss Jon Franklin’s “Mrs. Kelly’s Monster”.	Editing Scene Writing Read/discuss “The Annotated Monster” in Jon Franklin’s <i>Writing for Story</i> .
	Journalism 2 Interviewing Techniques Read/discuss <i>RW</i> Chapter 7 “Talk to the Right People” and complete chapter assignments.		
WORK-SHOP #8 (2 week)	Feature Reporting Cont. Guest Speaker: a local reporter discusses feature writing.	Feature Writing Cont. Students interview a classmate and write a feature article based on their interview.	Editor as Manager Read/discuss <i>The One Minute Manager</i> and applications to the newsroom.
	Journalism 2 Organization Read/discuss <i>RW</i> Chapter 8 “Organize your Facts” and complete chapter assignments.		
WORK-SHOP #9 (2 week)	Opinion in the Newspaper 1. Introduce/discuss key terms: editorial, editorial page, and op-ed page. 2. On-demand writing assignment: Why should opinion and news be separate sections? Why should a newspaper not include advertising in the opinion section? Discuss in class.	Editorial Writing Read/discuss <i>JM</i> Chapter 11 “Editorials” and editorial writing: Weighing opinions, explanation, evaluation, persuasion and letters to the editor.	Editorial Board Discuss the editorial board, editorial policies, the masthead and brainstorming.
	Journalism 2 Authenticity Read/discuss <i>RW</i> Chapter 9 “Look Beyond the Facts” and complete chapter assignments.		
WORK-SHOP #10 (2 week)	Newspaper Columns Introduce/discuss key terms: syndicated columns, humor columns, editorials, specialized columns and gossip columns. Entertainment Coverage Read <i>JM</i> Chapter 12 on entertainment reviews.	Column and Review Writing Read/discuss <i>JM</i> Chapter 12 “Column Writing and Reviewing” focusing on the beginning, middle, conclusion, column characteristics, and types of columns.	Column Sources On-demand writing assignment: Is it the responsibility of the columnist or the newspaper to supply the correct quotation or the missing fact? Discuss in class.
	Journalism 2 Find the Local Angle Read/discuss <i>RW</i> Chapter 10 “Localize your story” and complete chapter assignments		
WORK-	Sports Coverage Read/discuss key terms in <i>JM</i> Chapter 13: backgrounding, advance, press row, press box, homer, on-the-scene coverage and	Sports Writing Read/discuss <i>JM</i> Chapter 13 “Sports Writing” Writing the story, sports features. Pre-game stories, advance stories and post-game	Sports Editors Scenario: The swimming coach complains that football and basketball receive all the coverage in the sports

SHOP #11 (2 week)	clichés. Guest speaker: local sports reporter	heroics.	section. How can the newspaper strike a balance to cover all sports? Examine the local media to see if other sportswriters balance coverage of different sports. Discuss in class.
	Journalism 2 Unity in Editing Read/discuss <i>RW</i> Chapter 11 “Make Your Story Flow” and Chapter 12 “Make It Error-Free” and complete chapter assignments.		
WORK-SHOP #12 (2 week)	Photojournalism 1. Read/discuss <i>JM</i> chapter 14 “Photojournalism” - Composition elements, camera-handling techniques, digital photography, and photo editing—cropping and sizing. 2. Guest speaker: local photojournalist	Writing cutlines Read <i>JM</i> Chapter 14 on creating cutlines and focusing on storytelling in photo stories. On-demand writing assignment: Why is it important to include the 5Ws and H in a cutline? Discuss in class.	Photo Editors On-demand writing assignment: In the age of PhotoShop and other photo software, how far is too far in photo manipulation?
	Journalism 2 Editorial/Column Writing Read/discuss <i>RW</i> Chapter 14 “Express Yourself” and complete chapter assignments		
WORK-SHOP #13 (2 week)	Broadcast Journalism Read/discuss <i>JMs</i> Chapter 19 “Broadcast News” The dramatic style, radio, television, broadcast scripts. Key terms: natural sound, mass media, announcer, newscaster, syndicated programming and script. Discuss/view <i>Good Night and Good Luck</i> .	Broadcast Writing Discuss the major differences between a news story prepared for broadcast and one for the newspaper. On-demand writing assignment: explain why broadcast writing is usually informal and conversational.	FCC as the Editor Explain/discuss the role the Federal Communications Commission plays in regulating broadcast media.
	Journalism 2 Good Writing Read/discuss <i>RW</i> Chapter 15 “Put Your Heart Into It” and complete chapter assignments		
WORK-SHOP #14 (1 week)	Journalism 1, 2, 3 Reflection through Portfolios/Stringbooks Students compile and reflect upon the semester’s work, create a resume, and include 10 of their best clips (published writing) throughout the year. The portfolio should be in a professional format along with meta-cognitive reflections for each piece and the year overall. Final Objective multiple-choice final on the material covered throughout the year.		

22. Texts & Supplemental Instructional Materials

Textbooks and compendiums

- Daniel A. Farber, *The First Amendment*
- James Schaffer, et. al., *Journalism Matters* textbook
- Bobby Hawthorne, *Radical Write* textbook

- Jon Franklin, *Writing for Story*
- Bustrom, et. al., *Practical Ideas for Teaching Journalism*

Films

Absence of Malice
All the President's Men
Citizen Kane
Good Night and Good Luck
Shattered Glass

Magazines and Newspapers:

- General interest and literary magazines: *The New Yorker*, *The New York Times Magazine*, *Atlantic Monthly*, *Harper's*, *Time*, *Newsweek*. Newspapers: *New York Times*, *Los Angeles Times*, *Wall Street Journal*, and *The OC Register*. Online news: *CNN*.

Reference

- Goldstein, Norm, ed., *Associated Press Stylebook and Libel Manual*. Cambridge, Mass: Perseus Publishing, 2002
- Strunk, William Jr., and E.B. White. *The Elements of Style*, 4th edition. Boston, Mass: Pearson Allyn and Bacon, 2000

23. Key Assignments

- Seventeen articles (one article for a two-week cycle and two articles for a three-week cycle) for publication covering a range of journalism styles/subjects (average length = 500 words);
- Tests and quizzes on instructional module materials;
- Several on-demand writing assignments (average length = 300 words);
- One formal expository essay;
- One formal analytical essay;
- Famous journalist PowerPoint presentation and report;
- Semester portfolios/stringbooks with meta-cognitive reflection.

24. Instructional Methods and/or Strategies

A. Primary Instructional methods/strategies

- Instructor-led direct instruction including lectures and demonstrations;
- Project-based learning for individuals and small groups, depending on assignment;
- Large group lectures and discussions, with small group break-outs when appropriate;
- Student-led discussions;
- Guest speakers.

B. Other strategies

- Computer lab tutorials, simulations and practice time for new material;
- Supervised and managed time for research and development of projects;
- Cooperative learning and peer critiquing at various stages of the writing process.

25. Assessment Methods and/or Tools

- Formative Assessment
 - Criterion-based rubrics for all articles, and individual and group projects;
 - Basic rubric for quickwrites or journals;

- Weekly quizzes to assess comprehension of new material;
- Summative Assessment
 - Portfolios of student work with examples of writing in different genres (e.g., professional clipbook/stringbook); assessed through a criterion-based rubric;
 - Objective multiple-choice and short answer response exam following boot camp;
 - Criterion-based rubrics for essays and presentations
 - Cumulative exams at the end of each semester.

C. HONORS COURSES ONLY

Please refer to instructions

26. Indicate how this honors course is different from the standard course.

Not Applicable

D. OPTIONAL BACKGROUND INFORMATION

Please refer to instructions

27. Context for Course (optional)

A journalism course provides students with the opportunity to learn life skills that are not offered in most courses. For example, students are able to complete the last and most crucial step of the writing process: publication. In addition, students become critical thinkers as they learn to research, think about issues, interview, analyze, write/report, and eventually synthesize information, which is a crucial step in Bloom’s Taxonomy of higher thinking. It is difficult not to become a critical thinker in a journalism class, as Bobby Hawthorne points out, students have to actually think when they have to find an angle and thread a theme through a story, they must know basic writing skills, and they are writing about subjects that are current. Critical thinking is a key component in national and state standards, and a journalism course will help students foster that important skill.

28. History of Course Development (optional)

For this submission, I included the theoretical content, gave a more detailed description of the course content and consulted with Paul Kandell of Palo Alto High School and Janet Ewell (both on the Board). Mr. Kandell briefed me on the UC Board discussions for his approved advanced journalism course, which UC adopted in June 2006 as a model course, and he also reviewed my draft course description before submission. I designed this course to satisfy the need for a “regular” or “one-room” journalism course as the Board discussed.