

JOURNALISM

Description

Journalism is a semester English elective. This course enables the student to learn the important skills necessary to be a news reporter and journalistic writer. Students learn how to write a story in the newsroom. They also will "go out" on the beat and develop and pursue their own ideas for news, features, sports, editorials, and entertainment articles, as well as other specialty stories. Students see how concepts and principles work in real situations and explore the problems, philosophical questions, and issues that journalists face on the job. Students will consult professional guidelines to write clear and direct articles within the appropriate ethical boundaries. They will read and evaluate various examples of the news media and become familiar with the experiences of professional journalists. In class, students will learn the fundamentals of lead writing, news story development, news story organization, interviewing, gathering information, attributing sources, rewriting, editing, writing within a deadline as well as analyzing and evaluating qualities of good writing.

Course Overview

Course Goals

Students should:

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) - Ethics, Law, and the Role of a Journalist
- II. [Unit 2](#) - Hard and Soft News, the Elements of News, and Newsworthiness
- III. [Unit 3](#) - AP Style, Writing Leads, Organization of a News Article
- IV. [Unit 4](#) - Writing Basic News Stories
- V. [Unit 5](#) - Getting and Writing Interviews
- VI. [Unit 6](#) - Writing Editorials
- VII. [Unit 7](#) - Writing Feature Stories
- VIII. [Unit 8](#) - Writing Sports Stories
- IX. [Unit 9](#) - Writing Reviews
- X. [Unit 10](#) - Final Project

Standards

[State of Connecticut English Language Arts Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

Reading and Responding

Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Exploring and Responding to Literature - Students read and respond to classical and

Grade Level Skills

Students will:

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	<p>contemporary texts from many cultures and literary periods.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	
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Pacing Guide

1st Marking Period					2nd Marking Period				
Month 1		Month 2		Month 3		Month 4		Month 5	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
<u>Ethics, Law, and the Role of a Journalist</u>	<u>Hard and Soft News, the Elements of News, and Newsworthiness</u>	<u>AP Style, Writing Leads, Organization of a News Article</u>	<u>Writing Basic News Stories</u>	<u>Getting and Writing Interviews</u>	<u>Writing Editorials</u>	<u>Writing Feature Stories</u>	<u>Writing Sports Stories</u>	<u>Writing Reviews</u>	<u>Final Project</u>
2 weeks	1 week	2 weeks	1-2 weeks	2 weeks	2 weeks	1 week	3 weeks	1 week	1 week

Unit 1 - Ethics, Law, and the Role of a Journalist, 2 weeks [top](#)

Standards

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- evaluate the impact of language as related to audience and purpose.

Unit Objectives

Students will be able to:

- define ethics as it relates to journalism.
- understand the law as it relates to journalism (libel, First Amendment, malice).
- understand responsibilities of journalistic writing, including the implications of stories and connotations of words.

Essential Question

- How do we use the English language appropriately to speak and write?

Focus Questions

- What is the role of a journalist?
- How do ethics and law pertain to the job of a journalist?

Assessments

- Respond to examples of ethically questionable scenarios
- Assessment on the core understanding of law and ethics, as they pertain to the role of a journalist

Skill Objectives

Students will:

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Unit 2 – Hard and Soft News, the Elements of News, and Newsworthiness, 1 week [top](#)

Standards

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.

Unit Objectives

Students will be able to:

- identify the elements of news (newsworthiness).
- apply the elements of news to determine a topic's newsworthiness.
- differentiate between hard and soft news.

Essential Question

- How do we write, speak and present effectively?

Focus Questions

- What is news?
- What are the elements of news stories?

Assessments

- Homework and quizzes, in which students use news elements to create new angles of news stories
- Identification and analysis of hard and soft news stories

Skill Objectives

Students will:

- copy edit; revise content, using editing symbols.
- demonstrate an understanding of active and passive voice and when to use them.

Unit 3 - AP Style, Writing Leads, Organization of a News Article, 2 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize how literary devices and conventions engage the reader.

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Unit Objectives

Students will be able to:

- construct and deconstruct articles based on the inverted pyramid of news organization.
- understand the elements and importance of leads.
- write effective news leads.

Essential Question

- How does literature enrich our lives?

Focus Questions

- How do journalists organize news stories?
- What is an effective lead?
- What is AP Style and how does AP Style guide journalistic writing?

Assessments

- News article outline, applying knowledge of leads, news elements and newsworthiness
- Formal assessment(s) in which students identify and define different types of leads; identify the elements of newsworthy stories; justify the use of an inverted pyramid
- Formal assessment on general AP Style guidelines

Skill Objectives

Students will:

- effectively use active voice in lead writing.
- appropriately use attribution.
- demonstrate an understanding of AP Style .
- eliminate wordiness and redundancy in journalistic writing.

Unit 4 - Writing Basic News Stories, 1-2 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- distinguish between fact and opinion.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- incorporate their knowledge of leads, newsworthiness, and organization to write an effective news article.
- demonstrate an understanding of bias and balanced reporting.
- effectively incorporate quality and relevant quotations into news articles.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Question

- How do journalists write basic news stories?

Assessments

- Peer editing
- News article, formal written piece which goes through all the steps of the writing process

Skill Objectives

Students will:

- demonstrate an understanding of pronoun use (eliminate unclear pronoun references; subject/object).
- demonstrate an understanding of plurals

		<p>and possessives in the journalistic writing style.</p> <ul style="list-style-type: none">• eliminate ambiguous sentences.• effectively apply AP Style in written news article.• avoid the use of first and second person narration in writing hard news stories.
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Unit 5 - Getting and Writing Interviews, 2 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- distinguish between fact and opinion.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- identify appropriate and quality sources to interview.
- conduct a professional and proper journalistic interview.
- synthesize the information gained from an interview and incorporate it as they write a news story.
- correctly attribute and incorporate quotations gained from sources.
- evaluate the validity of information sources.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do journalists seek out sources for interviews?
- How do journalists properly conduct interviews?
- How do journalists use interviews to gain useful information?

Assessments

- News article, incorporating information from interview
- Formal written assessment in which students respond to questions about the interview process

Skill Objectives

Students will:

- demonstrate an understanding of word choice: vague words, precision/connotation,

<ul style="list-style-type: none">• discern relevant information from sources.• rephrase information while still maintaining accurate facts.	<ul style="list-style-type: none">• How do journalists synthesize and incorporate the information gained from interviews into an article?	<p>objective/subjective word choices.</p> <ul style="list-style-type: none">• accurately record and transcribe information from a source.• correctly cite sources in a news article.
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Unit 6 – Writing Editorials, 2 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- distinguish between fact and opinion.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use knowledge of their language and culture to improve competency in English.

Students will:

- recognize and understand variations between language patterns.

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- differentiate between a basic news story and an editorial.
- find a topic of significance about which they will write an editorial.
- demonstrate the importance of incorporating facts and opposing viewpoints.
- employ techniques of persuasion, including writing style and tone.

Essential Questions

- How do we understand what we read?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How is an editorial different from a basic hard news story?
- What is the importance of an editorial in the news community?

Assessment

- Editorial which goes through the steps of the writing process

Skill Objectives

Students will:

- use dash and ellipsis.
- punctuate quotations within quotations, using single quotation marks.
- use adverbial connectives for emphasis

<ul style="list-style-type: none">• recognize the role of satire in an opinion section of a newspaper (irony, editorial cartoon).• demonstrate an awareness of audience.• employ techniques of persuasive writing.	<ul style="list-style-type: none">• What are the boundaries of editorial writing?	<p>and transition, punctuating them correctly with semi-colon and comma.</p> <ul style="list-style-type: none">• revise for redundancy and wordiness.
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Unit 7 – Writing Feature Stories, 1 week [top](#)

Standards

Exploring and Responding to Literature

Students recognize how literary devices and conventions engage the reader.

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Unit Objectives

Students will be able to:

- deconstruct a professional sample of a feature article.
- differentiate hard news from soft news.
- identify topics that are appropriate for a feature article.
- outline essential elements for a feature article.

Essential Question

- How does literature enrich our lives?

Focus Questions

- What is a feature story?
- How is soft news different from hard news?
- What is the importance of a feature story?

Assessment

- Analytical essay which presents a critique of a feature article

Skill Objective

Students will:

- use transitions effectively (words and phrases).

Unit 8 – Writing Sports Stories, 3 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize how literary devices and conventions engage the reader.

Students will:

- identify the various conventions within a genre and apply this understanding to the evaluation of the text.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- listen to or read a variety of genres to use as models for writing in different modes.
- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.
- use resources for proofreading and editing.

Unit Objectives

Students will be able to:

- identify the various types of sports stories.
- incorporate prior skills, including: conducting interviews, incorporating facts and figures, rephrasing, identifying appropriate topics for interviews, remaining fair and balanced.
- effectively incorporate statistics into sports stories, to enhance the story’s meaning.
- accurately incorporate statistics, following the AP Style guidelines.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How is sports writing different from basic news writing?
- What are the different types of sports stories?
- How can sports stories be written as both hard and soft news?

Assessments

- Two different types of sports stories
- Formal assessment on the basic understanding of sports writing

Skill Objective

Students will:

- follow AP Style guidelines, specifically for numbers, statistics and figures.

<ul style="list-style-type: none">• make appropriate and interesting topic choices.• employ the use of angles, as a means of enhancing the reader's interest.• demonstrate an awareness of audience.		
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Unit 9 – Writing Reviews, 1 week [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- distinguish between fact and opinion.

Students communicate with others to create interpretations of written, oral and visual texts.

Students will:

- persuade listeners about understandings and judgments of works read, written and viewed.

Exploring and Responding to Literature

Students explore multiple responses to literature.

Students will:

- develop a critical stance and cite evidence to support the stance.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.
- evaluate the validity of primary and secondary sources of information to authenticate research.

Unit Objectives

Students will be able to:

- understand the purpose of a consumer review
- choose an appropriate topic for a consumer review
- employ elements of feature and editorial writing in an effective editorial critique
- show awareness of audience, through tone, choice of topic and writing style

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?

Focus Questions

- Why are consumer reviews important to the public?
- What are the journalist’s responsibilities as a reviewer?

Assessment

- Written consumer review

Skill Objectives

Students will:

Unit 10 – Final Project, 1 week [top](#)

Standards

Communicating with Others

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- revise texts for organization, elaboration, fluency and clarity.

Unit Objectives

Students will be able to:

- incorporate all skills learned in the semester to create a story suitable for publication in the school newspaper.
- revise story for publication.

Essential Question

- How do we write, speak, and present effectively?

Focus Question

- How do journalists write a story from start to finish?

Assessment

- News story

Skill Objectives

Students will: