

BAA Journalism 11

District Name: Coquitlam

District Number: SD #43

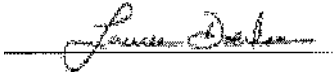
Developed by: Philip Salembier

Date Developed: March 2004

School Name: Centennial School

Principal's Name: Bryan Evans

Board/Authority Approval Date: April 20, 2004

Board/Authority Signature: 

Course Name: Journalism

Grade Level of Course: 11

Number of Course Credits: Four (4)

Number of Hours of Instruction: 120

Prerequisite(s): English 10

Special Training, Facilities or Equipment Required: Computers with word processing software and Internet access, digital and SLR cameras and other photographic supplies, large tables and/or corkboards to post, view and edit layouts. Teacher will need experience in newspaper writing, layout and design, and in scheduling deadlines for prepress and press work.

Course Synopsis:

Journalism 11 is a yearlong newspaper reporting course available to students in grades 10-12. Students are responsible for producing stories and photographs for the school newspaper. Students will learn the major newspaper story forms including news, sports, features, editorial and opinion. They will compose news and feature photos, conduct a public opinion poll, and write a broadcast news script. Students will strive to produce a newspaper meeting professional standards and following Canadian Press style. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for one or more beats (regular coverage areas) in the school. Students will also study the techniques used to present news and in so doing, become informed consumers of media.

Rationale:

Journalism, an applied art, affords high school students an audience for their written and photographic expression comprised of peers, teachers, staff; parents and other members of the extended school community. Students quickly learn the power of the written word as they receive feedback from readers. Students learn the importance of free speech in a democracy and that there are limits to freedom of expression and a responsibility to present an accurate, fair and balanced account. In producing a high school newspaper, students learn to manage their time effectively to schedule and conduct interviews, attend events, produce drafts and meet production deadlines. They use a variety of computer applications to conduct Internet research, access online databases, contact sources, and write and edit stories. They also use digital and SLR cameras and related software to capture and prepare news and feature images. The course employs a practical, skills-oriented approach that helps students to develop analytical, organizational and communication skills.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Media and society	15 hours
Unit 2	News writing and photography	80 hours
Unit 3	Public opinion polling	15 hours
Unit 4	Broadcast writing	10 hours
Total Hours		120 hours

Unit Descriptions

Unit 1: Media and society

Time: 15 hours

Students will learn the history of newspaper journalism from Gutenberg to the present day in North America. They will examine a wide variety of general interest and specialty publications and study the role, influence and interaction of newspapers with broadcast media and new media such as the Internet. They will consider the commercial nature of the modern press (the role of advertising); and study the press freedoms guaranteed in the Charter of Rights and Freedoms as well as the limits on those freedoms imposed by libel and slander laws and journalistic ethics.

Curriculum Organizer — Press history

It is expected that students will:

- identify technological developments that changed the way people communicate and the speed with which knowledge and information is spread

Curriculum Organizer — Media mix

It is expected that students will:

- identify the strengths and weaknesses of, and the interaction between, various forms of print and electronic media

Curriculum Organizer — The role of advertising

It is expected that students will:

- assess the role and influence of advertising in North American media
- identify the factors that determine "news hole" in newspapers and broadcast media

Curriculum Organizer — Press rights and responsibilities

It is expected that students will:

- identify relevant sections of the Charter of Rights and Freedoms and their impact on press rights and freedom of speech
- explain libel and slander laws and how they constrain Canadian journalism
- use established journalistic codes of conduct to assess ethical dilemmas in reporting

Unit!: News writing and photography Time: 80 hours

Students will learn news values and how to write newspaper stories for a secondary school audience. They will arrange, prepare and conduct journalistic interviews and learn and practice the major newspaper story forms while they cover school events. They will also learn how to compose and capture newspaper photographs. Students will develop an appreciation for the newspaper as the product of a team effort by writers, editors, photographers, layout and design artists. Throughout the course, students will work individually and with others to produce stories and photographs on a range of topics and in varying styles and lengths.

Curriculum Organizer — What is news?

It is expected that students will:

- identify and name common news values
- demonstrate an understanding of their readership and its interests
- use these measures to successfully propose news and feature stories for the school newspaper

Curriculum Organizer — Interviewing

It is expected that students will:

- identify knowledgeable sources for their stories and create focused interview questions
- learn, name and use a variety of question types
- arrange, punctually attend and conduct one-on-one interviews, symposium interviews, and presentations
- take accurate and thorough notes, including verbatim quotations

Curriculum Organizer — The news story

It is expected that students will:

- use inverted pyramid style to write straight news items
- use correct terms for the components of a news story
- write interesting and accurate leads and headlines
- distinguish fact from opinion (avoid editorializing)
- use proper attribution for all facts
- produce fair, balanced and accurate reports
- use Canadian Press style
- prepare copy for publication and estimate length in column inches
- edit and proofread using standard copy editing symbols
- meet publication deadlines

Curriculum Organizer — Newspaper photography

It is expected that students will:

- identify and use the elements of good composition in news photography
- use automatic, SLR and digital cameras to capture images for the school newspaper

Curriculum Organizer — The feature story

It is expected that students will:

- identify the differences between news and feature writing styles
- use delayed leads, figures of speech, colour and other devices to write engaging stories
- explain the differences between hard and soft news and human interest
- assess subjects in terms of their appropriateness for feature or news treatment

Curriculum Organizer — Reviews

It is expected that students will:

- identify the elements of a good review
- use facts, research and examples to support opinions
- make specific, detailed criticisms; and, in the case of student productions, offer suggestions for improvement

Curriculum Organizer — Editorial and opinion writing

It is expected that students will:

- identify the elements of a well-written editorial and column
- use facts, research and examples to support opinions
- make specific, detailed criticisms and offer a clear recommendation

Unit 3: Public opinion polling

Time: 15 hours

Students will study the history and use of public opinion polling in the news media. They will learn how to compose unbiased survey questions in several formats, design questionnaires, and, working in groups, create and administer a public opinion survey on a topic of interest to a randomly-selected, statistically significant sample of students. Student journalists will then create a survey 'package' containing news and feature stories, informational graphics and photographs to report their findings in the newspaper.

Curriculum Organizer — Opinion and polling

It is expected that students will:

- analyse the role that public opinion polling plays in news coverage
- consider dilemmas such as whether reporting opinion influences the public and thus elections, social policy, etc.

Curriculum Organizer — Survey design

It is expected that students will:

- generate survey topics of concern to their student readers
- employ a variety of standard question types in an unbiased questionnaire
- test the questionnaire and revise as necessary
- administer a survey to a statistically significant random sample of the student population

Curriculum Organizer — Reporting survey results

It is expected that students will:

- work in teams to collate and tabulate survey questionnaires
- write news, feature, analysis and opinion pieces based on their survey findings
- create informational graphics to quickly and simply convey findings
- take photographs of people, places and things relevant to the survey topic and findings
- create a survey 'package' containing all of the above elements for publication in the newspaper

Unit 4: Broadcast writing**Time: 10 hours**

In the final unit of the course, students will expand upon the skills they have developed writing for print by learning how to prepare a news item for broadcast. Students will prepare and perform a two- to five-minute broadcast script on a current item of school news. In so doing, they will learn the differences in content, style and format when writing for the ear instead of the eye. Through this process, students will better understand the strengths and weaknesses of print and broadcast media.

Curriculum Organizer — Writing for the ear*It is expected that students will:*

- identify the differences between writing for print and writing for the ear (broadcast) including conversational tone, language and pacing
- identify and use correct terms for the elements in a broadcast news story

Curriculum Organizer— Script preparation*It is expected that students will:*

- identify a news item
- arrange interviews and conduct research
- write a broadcast news script in standard industry format
- properly order the elements of a broadcast script
- use broadcast style for numbers, proper names, etc.

Curriculum Organizer — Broadcast*It is expected that students will:*

- prepare and deliver a two- to five-minute broadcast news item
- include recorded interviews with appropriate sources
- identify and record sound effects (radio) or images (video) to enhance/illustrate the story

Instructional Components:

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modelling
- group work
- videotape
- analysis of professional writing and photography
- analysis of student writing and photography
- independent/interactive online instruction

Assessment Components:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students
- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

- Visit to commercial press plant, TV *and/or* radio station
- Guest speakers from local media (reporters, photographers and editors)
- Articles from various sources on news writing, ethics, design and business aspects
- Journalistic codes of conduct, such as those of the CBC and the Society of Professional Journalists
- Websites on a range of journalism topics including writing and ethics, design and careers.
- Books
 - English, Earl, Hach, Clarence, and Rolnicki, Tom E. *Scholastic Journalism, 9th edition*. Ames, Iowa: Iowa State University Press, 1996.
 - *The Canadian Press Stylebook: A Guide for Writers and Editors*, 12th edition. Toronto: The Canadian Press, 2002.
 - *The Canadian Press Caps and Spelling*, 15th edition. Toronto: The Canadian Press, 2000.