

BAA JOURNALISM 10

DISTRICT NAME: Coquitlam

DISTRICT NUMBER: SD#43

DEVELOPED BY: Rob Pope

DATE DEVELOPED: May 2006

SCHOOL NAME: Riverside Secondary

PRINCIPAL'S NAME: Chris Kennedy

BOARD/AUTHORITY APPROVAL DATE: June 20, 2006

BOARD/AUTHORITY SIGNATURE: _____

COURSE NAME: Journalism

GRADE LEVEL OF COURSE: 9 & 10

NUMBER OF COURSE CREDITS: 4

NUMBER OF HOURS OF INSTRUCTION: 120

PREREQUISITE(S): None

SPECIAL TRAINING, FACILITIES OR EQUIPEMENT REQUIRED:

- Networked computers with word processing, desktop publishing, and image manipulation software; Internet access
- Digital and SLR cameras with a card reader and scanner
- Large tables, a whiteboard, and cork boards to post, view and edit layouts
- Laser printer
- Hand held tape recorders
- Teachers will need experience in newspaper writing, layout and design techniques, knowledge of photojournalism methodology, and knowledge of scheduling deadlines for prepress and press work.

COURSE SYNOPSIS:

This course has been developed to provide an introductory credit course in journalism for grade 9 and 10 students. Students will explore the history of journalism and its impact on societies, culture, and world events.

As contributors to a monthly school newspaper students will learn basic journalistic style and write in a variety of formats including straight news, features, opinion, and sports reporting. Interviewing techniques, research skills, and data collection will also be introduced. Students will learn the parts of a newspaper and their functions within a completed publication.

Students will learn photographic principles and techniques particular to photojournalism. They will also learn how to manipulate digital images in order to prepare them for publication.

Working with senior editors, students will be introduced to the process of layout, editing, reporting, and the hierarchy of a newsroom environment.

RATIONALE:

This course has been developed to provide students with an understanding of the significant role journalism plays in our culture. It also offers students an opportunity to explore different kinds of writing - writing with specific purposes for a distinct target audience.

Students will have an opportunity to explore technical opportunities provided by photojournalism, layout software, and applied design skills.

Working independently and with a team of reporters and senior editors, students will develop group skills, time management, and team collaboration. Being involved with the production of a school newspaper will allow students to experience a variety of skills integral to working successfully in a media environment.

ORGANIZATIONAL STRUCTURE:

UNIT	TITLE	TIME
1	History of Journalism and its role in society	10
2	Basic journalistic style, parts of the newspaper, interview techniques, and reporting	60
3	Photojournalism	20
4	Layout & design principles and the newspaper production process	20
5	Introduction to reviews and feature writing	10
Total Hours		120

UNIT 1: History of Journalism and Its Role in Society

10 Hours

Students will learn the history of journalism from the invention of the printing press to current Internet content. The impact of a free press and its impact on social/cultural development will be examined. The power of the press and its obligations in a society governed by distinct laws and a Charter of Rights and Freedoms will be explored. Other media will be examined in relation to their relationship with newspapers both online and print. The commercial nature of the newspaper will be studied with focus on advertising and its effect on news content.

Curriculum Organizer – Early Journalism

It is expected that students will be able to:

- Identify the development of communication as advanced by the printing press

Curriculum Organizer – The Impact of Journalism

It is expected that students will be able to:

- Identify the impact on political and cultural societies by the accelerated dissemination of information

Curriculum Organizer – The Responsibility and Rights of a Free Press

It is expected that students will be able to:

- Identify ethical obligations of a press
- Identify characteristics of a press influenced by government restraint or unethical practice
- Identify professional journalistic standards

Curriculum Organizer – The Law and the Press

It is expected that students will be able to:

- Identify and understand slander, libel, and Canadian laws affecting journalistic content and style

Curriculum Organizer – The Role of Advertising

It is expected that students will be able to:

- Identify and discuss the role of advertising in the press

UNIT 2: Journalistic Style, Parts of the Newspaper, Interview Techniques and Reporting

60 Hours

Students will learn the parts of a newspaper including its nomenclature. They will learn how to write a straight news story focusing on the inverted pyramid style and strong lead. This unit will introduce examples of bias, and examples of factual reporting as well as opinion versus objective writing/reporting. Students will learn how to conduct an interview in order to accumulate accurate data. They will also learn to identify the nature and value of news content in relation to its newsworthiness, proximity, and target audience.

Curriculum Organizer – How to Write the Straight News Story

It is expected that students will be able to:

- Demonstrate the correct use of inverted pyramid style
- Create a strong lead
- Identify and use the proper terminology for news story components
- Distinguish between fact and opinion
- Demonstrate the use of proper attribution
- Demonstrate the use of Canadian Press Style
- Write to a particular assigned length
- Demonstrate editing/revision skills
- Meet deadlines

Curriculum Organizer – Interview Techniques and Reporting

It is expected that students will be able to:

- Show evidence of accurate data collection and fact reporting
- Demonstrate the proper social interaction skills necessary to conduct a successful interview
- Create questions that elicit meaningful responses and conform to the criteria of the story's subject
- Identify reliable and knowledgeable sources
- Demonstrate accurate note taking skills
- Arrange, create and meet appointments and deadlines

UNIT 3: Photojournalism

20 Hours

“A picture is worth a thousand words,” and students will learn the communicative power of effective photojournalism. Basic photographic skills will be taught such as the manipulation of digital and SLR cameras. Composition techniques will be explored with emphasis on the purpose and role of art in a newspaper. Students will be assigned a

variety of exercises designed to capture images for a number of specific purposes. Students will also download and prepare an image suitable for printing.

Curriculum Organizer – The Mechanics of Photography

It is expected that students will be able to:

- Demonstrate the correct and safe use of digital and SLR cameras

Curriculum Organizer – Photojournalism Techniques

It is expected that students will be able to:

- Identify images that exhibit strong photojournalistic principles
- Demonstrate successful composition techniques in order to produce images for specific purposes, i.e. Portraits, action shots, etc.
- Demonstrate the ability to download, store, and manipulate images using photo editing software

UNIT 4: Layout and Design Principles and the Production Process

20 Hours

The design and layout of a newspaper page is both an artistic and a technical process. Students will be introduced to some of the accepted practices of good newspaper design. They will also be involved in the chain of events that witnesses the idea for a story to its final inclusion in the finished newspaper.

Curriculum Organizer – Design and Layout Principles

It is expected that students will be able to:

- Recognize the elements of good print design
- Identify and fix common problems and errors in newspaper design styles
- Create his own page demonstrating an understanding of good design principles

Curriculum Organizer – Participating In the Production Process

It is expected that students will be able to:

- Work with senior editors and the teacher to develop a topic for a story
- Create a story in correct newspaper style and edit the copy in consultation with the editors
- Work with his editor to meet the criteria for the story and to supply properly prepared art
- Work with newspaper staff to edit final copy and layout

UNIT 5: Introduction to Reviews and Feature Writing

10 Hours

The focus for this ongoing unit will be the so-called soft news. Reviews and features follow different criteria than straight or hard news stories. Students will be exploring the research and in-depth interview strategies necessary to produce engaging features and insightful reviews. Students will begin to work with in-depth interview techniques, polls, surveys, and research as preparation for their feature articles and also as preparation for senior journalism classes.

Curriculum Organizer – Characteristics of Soft News

It is expected that students will be able to:

- Practice and use a different lead than a hard news lead
- Develop a different voice than the one used in an objective straight news story
- Create a feature that uses effective story-telling in order to engage the reader

Curriculum Organizer – Research, Polls, and Surveys

It is expected that students will be able to:

- Develop survey questionnaires to supplement feature content
- Create and administer a poll according to prescribed criteria in order to obtain statistically valid data

INSTRUCTIONAL COMPONENT:

This course will rely on continuous interaction among newspaper staff and the instructor for the most significant aspects of the instructional models.

Methods of instruction include:

- Direct instruction
- Indirect instruction
- Interactive instruction
- Peer to peer instruction
- Group work and brainstorming
- Modelling
- Analysis of professional writing and publications
- Exemplars of successful student writing
- On line sources for statistics and data
- Videotape
- Professional guest speakers
- Field trips to media outlets

ASSESSMENT COMPONENT:

Formative Assessment

- 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:

- Books:
 - The Canadian Press Stylebook: A Guide for Writers and Editors*, 12 edition. Toronto: The Canadian Press, 2002
 - The Canadian Press Caps and Spelling*, 15th edition. Toronto: The Canadian Press, 2000.
 - Hough, George A.; *News Writing*, 4th edition, Boston: Houghton Mifflin Co., 1988
 - English, Earl; Hach, Clarence and Rolnicki, Tom E. *Scholastic Journalism*. Ames, Iowa: Iowa State University Press, 1996

Harrower, Tim; *Newspaper Designer's Handbook*, 5th edition. McGraw-Hill, 2003.

- Online resources, guest speakers, newspaper subscriptions, field trips, videotape instructional series.