

BAA Journalism 12

District Name: Coquitlam
District Number: SD #43
Developed by: Diane Silzer
School Name: Gleneagle Secondary
Principal's Name: Dave Matheson
Board/Authority Approval Date: April 4, 2005
Board/Authority Signature: _____
Course Name: Journalism
Grade Level of Course: 12
Number of Course Credits: Four (4)
Number of Hours of Instruction: 120
Prerequisite: Journalism 11 or permission of teacher

Special Training, Facilities or Equipment Required: Computers with word processing software and Internet access, digital and SLR cameras and other photographic supplies, scanner, card readers for downloading digital photos, hand-held tape recorders, laser printer, light table and large working surface to facilitate layout of newspaper.

Course Synopsis: This course has been developed to meet the needs of students interested in developing journalistic skills. The curriculum has been designed to provide students with the opportunity to work as editors and leaders in the journalism classroom. Students will put to use skills learned in Journalism 11 by writing news, sports, editorial and opinion pieces for the paper, and providing guidance for students new to journalism. They will act as editors, leading teams in the planning and production of five publications a semester. The course allows them to develop skills in interviewing, photography, editing, layout and computer uses. It also allows them to practice effective time management, leadership and teamwork.

	and entertainment
Writing reviews	<ul style="list-style-type: none"> • identify the responsibilities of the reviewer, and the standards of fairness required of the reviewer
Interviewing	<ul style="list-style-type: none"> • identify and use various question types • identify the characteristics of a good interview
Headline and cutline writing	<ul style="list-style-type: none"> • describe various styles of headlines and cutlines
Photography	<ul style="list-style-type: none"> • identify the different shapes of photos required for good layout: vertical and horizontal • identify qualities of good photography: rule of thirds, telling a story, filling the frame, proper lighting conditions
Page layout	<ul style="list-style-type: none"> • demonstrate an understanding of the skills of page design using a desktop publishing program
Introduction to Ethics	<ul style="list-style-type: none"> • develop an understanding of libel, and of the responsibility of the journalist to be ethical • identify the difference between a private and a public individual, and the boundaries of reporting on each

Unit 2: Newspaper production

Time: 80 hours

Students will put into practice the paper production skills they have been reviewing. They will establish beat lists, identify newsworthy stories, set deadlines, conduct interviews, write news and sports stories, editorials, opinion pieces, and reviews. They will arrange photo opportunities. They will advise junior students, and work as editors in the production of the paper. They will lead the team of students in layout of the paper, deciding which stories are front page stories, and where photos will be placed. They will work as consultants in page design, and supervise final paste-up.

Curriculum Organizer	Learning Outcomes <i>It is expected that students will:</i>
What is news?	<ul style="list-style-type: none"> • establish a beat list • demonstrate an understanding of the paper's readership and the readership's interests • identify potential news • assign stories
Interviewing	<ul style="list-style-type: none"> • identify knowledgeable sources for their stories and create focused interview questions • arrange, punctually attend and conduct one-on-one interviews • compile accurate and thorough notes, and demonstrate the use of effective tape recording • organize and interview numerous sources
Writing	<ul style="list-style-type: none"> • demonstrate the use of inverted pyramid style to

	<p>write straight news stories</p> <ul style="list-style-type: none"> • write interesting ledes and headlines • combine quotes and attributions, distinguish fact from opinion • demonstrate an understanding of balance and fairness in their reporting • use Canadian Press style • edit and proofread work • plan to meet publication deadlines
Photography	<ul style="list-style-type: none"> • use the elements of good composition • use automatic and manual SLR and digital cameras to capture images • demonstrate the downloading digital photos into appropriate drop boxes; adjust brightness/contrast and crop as necessary • select worthy photos for publication
Reviews	<ul style="list-style-type: none"> • use facts, research and examples to support opinions • justify specific, detailed, fair criticisms
Editorial and opinion writing	<ul style="list-style-type: none"> • use facts, research and examples to support opinions • make specific detailed criticisms, and offer a clear recommendation • produce various approaches: interpretation, criticism, appreciation, entertainment
Editing	<ul style="list-style-type: none"> • demonstrate editing skills by working with junior students to revise stories as they come in

Unit 3: Feature Writing

Time: 15 hours

Students will practice feature writing by selecting a topic for a feature, and doing the necessary research to write the feature. This is an ongoing unit that overlaps with the production of the newspaper. It begins after the publication of the first newspaper, and continues through the balance of the course. Students will produce an article that shows evidence of in-depth research and intense interviewing. Individual objectives may be determined for each student as individual plans for features develop. All students will learn the basics of conducting polls and surveys, and of varying voice for purpose.

Curriculum Organizer	Learning Outcomes
	<i>It is expected that students will be able to:</i>
Characteristics of feature stories	<ul style="list-style-type: none"> • develop a working understanding of soft news • practice the friendly voice of the feature article • use an appropriate lede: delayed lede or anecdote • develop an understanding of the story-telling potential of a feature
Conducting polls and	<ul style="list-style-type: none"> • create a survey questionnaire

surveys	<ul style="list-style-type: none"> • develop and test the questionnaire and revise as necessary • administer a survey to a statistically significant random sample of the student population • interpret the results of the survey
Writing a feature	<ul style="list-style-type: none"> • select a subject for a feature, and write a feature story of at least 35 column inches

Unit 4: Ethics

Time: 10 hours

Students will explore the difficulties of making ethical decisions as journalists by exploring case studies.

What are ethics?	<ul style="list-style-type: none"> • define ‘ethics’ and identify the personal values that guide journalists in newsgathering
Ethics in action	<ul style="list-style-type: none"> • assess the ethics involved in publishing sensitive stories through the exploration of specific case studies.

Instructional Components:

This is a hands-on, workshop oriented course that publishes 8-12 page papers every three weeks.

Methods of instruction include:

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

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

Summative Assessment

- Twenty percent (20%) of the grade will be based on unit test and quizzes.

Learning Resources

- Books:
 - English, Earl; Hach, Clarence and Rolnicki, Tom E. *Scholastic Journalism*. 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.
- Guest speakers from local media: reporters, photographers, editors
- Websites on a range of journalistic topics: ethics, design and careers
- Articles from various sources on news writing, ethics, design and the business of journalism

Additional Information:

This course has been offered in the school district for decades. The secondary schools currently offering this program have the resources and personnel in place.