

# JOURNALISM 11

**District Name:** Abbotsford

**District Number:** 34

**Developed by:** Mrs. Michelle Watrin

**Date Developed:** October 9, 2008

**School Name:** Abbotsford Virtual

**Principal's Name:** Mr. Brad Hutchinson

**Board/ Authority Approval Date:**

**Board/ Authority Signature:** \_\_\_\_\_

**Course Name:** Journalism 11

**Grade Level:** 11

**Number of Credits:** 4

**Number of Hours of Instruction:** 120 hours

**Special Training, Facilities or Equipment Required:**

Computers with word processing software, audio recording software, movie-making software, Internet access, Skype, computer headphones with microphone, and digital cameras are needed for this course. The teacher will need experience in article writing, layout and design, and in publishing online.

**Course Synopsis:**

Journalism 11 is a one semester web-zine creation course available to students in grades 11 and 12. Students are responsible for producing articles and illustrations for a web-zine of their creation. Students will learn online magazine article forms including reporting on sports, fashion and other recreational interests, music, movie and book reviews, and opinion, human interest and other features. They will compose articles and conduct public opinion polls. They will prepare questions, conduct interviews, carry out online and other forms of background research and be responsible for a themed web-zine of their own choice and creation. Students will also study the techniques used in the creation of magazines online and as such, become knowledgeable consumers of online magazines.

**Rationale:**

Journalism, an applied art, affords high school students an audience for their creative written and photographic expression in the online 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 accurate, fair and balanced articles of interest. In producing an online magazine, students learn to manage their time effectively to schedule and conduct interviews, conduct polls and surveys, engage in research, attend events, produce drafts and meet production deadlines. They use a variety of computer applications to conduct Internet research, access online databases, contact sources, write and edit articles, and produce graphical representations of their work. They also use digital cameras and related software to capture and prepare articles and feature images. The course employs a practical, skills-oriented approach that helps students to develop analytical, organizational and communication skills. Their major project is the production of a themed online magazine targeted to a specific audience with identified interests.

**Organizational Structure:**

<b>Unit/Topic</b>	<b>Title</b>	<b>Time</b>
Unit 1	Media and Society	10 hours
Unit 2	Writing Style and Technique	15 hours
Unit 3	Public Opinion Polling	15 hours
Unit 4	Web-Zine Production	80 hours
<b>Total Hours</b>		120 hours

## Unit Descriptions

### Unit 1: Media & Society

Time: 10 hours

Students will research, analyse and evaluate online magazines, particularly those geared towards teens and particular niche markets. This analysis will be conducted in the context of pop culture and the influence of the media, advertising and the Internet on teens in society.

Students will have the opportunity to evaluate online magazines such as *Girl Zone* and evaluate common areas of interest in online magazines including:

- fashion
- sports
- book, music and movie reviews
- surveys
- games and quizzes.

#### Curriculum Organiser — Knowledge and Skills

*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
- identify various themes addressed in web-zines

#### Curriculum Organiser — Presenting and Valuing

*It is expected that students will:*

- identify personal preference with regards to articles and photographs

#### Curriculum Organiser — Analysing

*It is expected that students will:*

- identify the manner in which the media and the advent of the Internet have impacted youth culture
- assess the role and influence of advertising in North American media
- identify the elements that constitute quality and engagement in a web-zine article

## **Unit 2: Writing Style and techniques**      **Time: 15 hours**

Students will identify various articles commonly written for online magazines targeted to niche markets and learn the skills necessary to produce those articles for that particular audience. They will learn how to conduct the research necessary to create an article for publication and to verify the accuracy of that research by verifying the sources of the information. They will learn how to write a review of a movie, music or piece of literature, and produce suitable illustrations, pictures and graphics to accompany articles. Students will learn to write articles according to conventional English grammar.

### **Curriculum Organiser — Knowledge and Skills**

*It is expected that students will:*

- learn correct grammatical rules related to writing for publication, including
  - abbreviations and acronyms
  - capitalisation
  - quotations and citations
  - punctuation, and
  - Canadian spelling
- learn how to write in the inverted pyramid style
- learn how to differentiate between opinion and fact
- learn to conduct research utilising accurate resources
- recognise bias in writing
- identify delayed leads, figures of speech, colour and other devices to write engaging stories

### **Curriculum Organiser — Presenting and Valuing**

*It is expected that students will:*

- write reviews and other articles appropriate to the target audience they have chosen
- create suitable and engaging illustrations to accompany articles
- incorporate valid research in the articles they produce

### **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 will create and administer a public opinion survey on a topic of interest to a randomly-selected, statistically significant sample of teens. Students will then create a survey 'package' containing an articles and informational graphics and photographs to report their findings.

#### **Curriculum Organiser — Knowledge and Skills**

*It is expected that students will:*

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

#### **Curriculum Organiser — Presenting and Valuing**

*It is expected that students will:*

- write articles based on their survey findings
- create informational graphics to convey findings

#### **Curriculum Organiser — Analysing**

*It is expected that students will:*

- analyse the role that public opinion polling plays in the media
- consider dilemmas such as whether or not reporting opinion findings influences public perception and action

**Unit 4: Web-Zine Production****Time: 80 hours**

Students will create an online magazine targeting a particular niche audience. Their magazine will include a variety of articles with appropriate illustrations and graphics and will incorporate the findings of the survey. Students will learn about online layout and design and incorporate that understanding into their online magazine. They will follow design guidelines to produce visually appealing magazines. They will also learn how to compose photographs, and create graphics.

**Curriculum Organiser — Composing and Creating**

*It is expected that students will:*

- identify and use design elements: dominant photo, eyeline, fonts, colour, no trapped white space, equal column legs, one pica rule, etc...
- identify and use the elements of good composition in news photography: rules of thirds, balance, leading lines, angles, simplicity, etc...
- use automatic, SLR and digital cameras to capture images for the magazine
- create informational graphics to quickly and simply convey findings
- create a variety of articles appropriate for the theme and intended audience of the magazine

**Curriculum Organiser — Analysing**

*It is expected that students will:*

- analyse the effectiveness of their publication using an online survey tool
- make improvements to their publication on the basis of feedback

### Instructional Components:

- direct instruction
- modelling
- guided research and analysis
- independent research and analysis
- peer and teacher review and editing

### Assessment Components:

- Twenty per cent of the grade will be based on ongoing evaluation of student work. This portion of the grade will reflect student writing as they practice the various component articles in an online magazine. Students will produce multiple drafts of their writing, receiving feedback from the instructor and classmates. They will also complete worksheets and quizzes to determine their understanding of the knowledge and skills involved in producing an online magazine.
- Eighty per cent of the grade will be based on their published online magazine including the quality, nature and variety of the articles, the appeal of the magazine to the target audience, the layout and design of the magazine, navigation and graphical appeal.

Type of Assessment	Category	Details	Weighting (%)
Formative (20%)	Writing and creating	Self, peer and teacher editing of articles Worksheets Quizzes	20
Summative (80%)	Final assessment	Published work – niche-market web-zine	80
		<b>Total</b>	100%

### Performance Methods

- Article proposals
- Article drafts
- Photographs/Graphics
- Survey
- Published Web-Zine

### Personal Communication

- Self evaluation
- Peer evaluation
- Student-teacher dialogue
- Feedback from readers

### Other

- Weekly assignments
- Teacher anecdotal records
- rubrics
- rating scales

**Learning Resources:**

- Websites on a range of topics including web page layout, conducting a survey, and sample web-zines
- <http://www.highschooljournalism.org/> - online student journalism hosting tool
- <http://tracearchive.ntu.ac.uk/traced/litzine.htm> - list of literary journals and webzines
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**Additional Course Information:**

The course lends itself to cross-curricular involvement with Photography, Data Management, and Web Page Design courses.