

JOURNALISM 12

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 12

Grade Level: 12

Number of Credits: 4

Number of Hours of Instruction: 120 hours

Special Training, Facilities or Equipment Required:

Computers with word processing software, Internet access, Skype, computer headphones with microphone, and digital cameras are needed for this course. Teacher will need experience in newspaper writing, layout and design, and in scheduling deadlines for digital newspaper.

Course Synopsis:

Journalism 12 is a one semester newspaper reporting course available to students in grades 11 and 12. Students are responsible for producing stories and photographs for an online newspaper. Students will learn the major newspaper story forms including news, sports, features, editorial and opinion. They will compose news and feature photos, and create audio and video podcasts. 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 several beats (regular coverage areas) on a rotating basis in the online newspaper. 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 online community. Students quickly learn the power of the written and spoken word and the visual image 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 an online 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 use audio and video recording and movie-making software to produce audio and video podcasts. They also use digital 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	A History of Journalism	15 hours
Unit 2	Styles and techniques	15 hours
Unit 3	Creating Digital News Stories	75 hours
Unit 4	Publishing	15 hours
Total Hours		120 hours

Unit Descriptions

Unit 1: A History of Journalism

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.

Students will have the opportunity to evaluate local professional papers such as *The Vancouver Sun* and *The Province*.

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 parts of the newspaper: headline, by-line, copy, sections, etc...
- learn the vocabulary associated with newspapers: pull-out quotes, leads, mastheads, etc...
- explain libel and slander laws and how they constrain Canadian journalism

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 relevant sections of the Charter of Rights and Freedoms and their impact on press rights and freedom of speech
- identify the strengths and weaknesses of, and the interaction between, various forms of print and electronic media
- assess the role and influence of advertising in North American media
- use established journalistic codes of conduct to assess ethical dilemmas in reporting

Unit 2: Styles and techniques

Time: 15 hours

Students will learn online, interviewing and other research skills including the verification of sources and the validity of the information. Students will also learn how to incorporate their research correctly and creatively into the articles they produce. Students will learn to write newspaper stories according to conventional English grammar usage and the guidelines established by the Canadian Press. Students will learn how to create article and podcasts appropriate for the different 'beats' in a newspaper.

Curriculum Organiser — Knowledge and Skills

It is expected that students will:

- learn to write using the grammatical standards of conventional English applicable to published articles
- learn how to write in the inverted pyramid style
- learn how to differentiate between opinion and fact
- learn how to conduct valid research
- learn how to incorporate research into published articles
- recognise bias in their own writing and the writing of others
- identify delayed leads, figures of speech, colour and other devices to write engaging stories
- learn how to avoid plagiarism
- identify knowledgeable sources for their stories and create focused interview questions
- learn, name and use a variety of question types
- take accurate and thorough notes, including verbatim quotations
- identify the elements of a well-written editorial and column
- identify the differences between news (hard and soft) and feature writing styles (feature, review, editorial, and sports):
- assess subjects in terms of their appropriateness for feature or news treatment
- use facts, research and examples to support opinions

Curriculum Organiser — Presenting and Valuing

It is expected that students will:

- create op-ed articles that represent considered opinion based on valid research
- create news articles that report fairly, accurately and in an unbiased manner, free from personal opinion
- be able to write for the different beats of a newspaper
- be able to create audio and video podcasts for the different beats of a newspaper

Curriculum Organiser — Analysing

It is expected that students will:

- review, evaluate and edit articles and podcasts to ensure that they represent the components of the different 'beats' of a newspaper
- identify the components of both articles and podcasts that represent quality and engagement

Unit 3: Creating Digital News Stories Time: 75 hours

Students will learn news values and how to create digital news for a teen audience. They will arrange, prepare and conduct journalistic interviews and learn and practice the major newspaper story forms while they cover local and community events. Students will develop an appreciation for the newspaper as the product of a team effort by writers, editors, photographers, and layout and design artists. Throughout the course, students will work individually and with others to produce stories on a range of topics and in varying styles and lengths and illustrations (photographs) that are appropriate and enhance the copy. By the end of the course students will improve in all facets of writing and the creation of digital news content.

Curriculum Organiser — Knowledge and skills

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
- understand the elements of an effective ‘sound-bite’ audio and video podcast

Curriculum Organiser — Composing and Creating

It is expected that students will:

- use inverted pyramid style to write news items
- distinguish fact from opinion
- write interesting and accurate leads and headlines
- use delayed leads, figures of speech, colour and other devices to write engaging stories
- demonstrate an understanding of their readership and its interests
- prepare copy for publication and estimate length in column inches
- edit and proofread
- meet publication deadlines
- create articles for the different ‘beats’ in a newspaper
- create engaging and informative audio and video podcasts that effectively engage the reader/listener/viewer

Curriculum Organiser — Presenting and Valuing

It is expected that students will:

- appreciate their own and others’ articles
- give and receive constructive criticism

Unit 4: Publishing **Time: 15 hours**

Students will learn aspects involved in layout and design. They will follow design guidelines to produce visually appealing publications. They will also learn how to compose and capture 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 newspaper
- create informational graphics to quickly and simply convey findings

Instructional Components:

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

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 levels as they progress through various story forms from the simple inverted pyramid news story to more complex features. Students will produce multiple drafts of their writing, receiving feedback from the instructor and classmates.
- Eighty per cent of the grade will be based on published articles and news stories in the online newspaper

Type of Assessment	Category	Details	Weighting (%)
Formative (20%)	Writing and reporting	Activities and projects Story proposals and drafts Peer editing	20
Summative (80%)	Final assessments	Published works	80
		Total	100%

Performance Methods

- Story proposals
- Story drafts
- Photographs
- Contributions to newspaper

Personal Communication

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

Other

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

Learning Resources:

- Discussions with 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.
- Sample online newspapers:
 - <http://thethunderbird.ca/>
 - <http://www.highschooljournalism.org/>
- 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.
- Tools:
 - <http://reportr.net/2007/12/06/creating-a-student-journalism-website-on-a-tight-budget/>
 - <http://tracearchive.ntu.ac.uk/traced/litzine.htm> - online webzines and newspapers
 - <http://mu.wordpress.org/> - online newspaper software

Additional Course Information:

The course lends itself to cross-curricular involvement with Photography, Data Management, and Web Page Design courses. The newspaper will be published ONLINE and available to the student population across the province.