TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

Honors Journalism
Grade 12

2021

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Honors Journalism
Grade 12

Table of Contents

Core Values and Beliefs 3

Introduction & Philosophy 3

Course Goals 3

Course Enduring Understandings 5

Course Essential Questions 5

Course Knowledge & Skills..... 6

Course Syllabus 7

Unit 1: Hard News & Media Bias..... 8

Unit 2: Opinion Journalism..... 11

Unit 3: Specialized Modes of Journalism 14

Course Credit 16

Prerequisites 16

Current References 16

Assured Student Performance Rubrics 16

Other Resources..... 16

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.
Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Honors Journalism is a semester long senior elective in the English Department that provides interested students with a rigorous introduction to scholastic journalism though writing, reading, research, and revision. An integrated study of the print media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required. Students will produce different types of writing which include: News, Opinion Pieces/Editorials, Features, Sports, Interviews, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism, with major and minor assignments including: in-class writing, homework writing, small group assessments, creative projects and analytical/evaluative essays. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines and produce work at a brisk pace.

A Journalism Portfolio and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames

	(a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

COURSE ENDURING UNDERSTANDINGS

Students will understand that…

- Although journalism is available in a wide variety of formats and delivery models, certain qualities of good journalism are universal.
- The modes of journalism are written in different formats than narrative storytelling.
- Different modes of journalism are tailored to different audiences and purposes.
- Journalism is an essential element of a democratic society.
- Journalism may contain intended or unintended bias.
- Journalism is most effective when it adheres to a code of ethics.
- Journalism helps us understand our society, culture, and the world at large.

COURSE ESSENTIAL QUESTIONS

- Why is journalism an essential element of a democratic society?
- What are the qualities of effective journalism in each mode of journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?

- What choices should writers make to write effective pieces in the various modes of journalism?

COURSE KNOWLEDGE & SKILLS

- Students will know . . .
    - How to identify and comprehend the content and formatting of a hard story.
    - How to write in the inverted pyramid format with an effective headline and lead.
    - How to distinguish hard news from opinion journalism.
    - How to assess the credibility of an author, source, and media outlet.
    - The differences between editorials, op-eds, and columns.
    - How to evaluate the effectiveness of an opinion article.
    - How to evaluate and write in such supporting modes as features, reviews, and sports.

- Students will be able to . . .
    - Identify modes of journalism based on their distinct qualities.
    - Analyze pieces of journalism based on their credibility and overall effectiveness.
    - Utilize journalism to further their understanding of the world.
    - Write analytical documents in response to published articles.
    - Write effective articles in the various modes of journalism which adhere to the qualities of each mode.

COURSE SYLLABUS

Course Name

Journalism

Level

Honors

Prerequisites

Successful completion of grades 9, 10, and 11 English

General Description of the Course

Honors Journalism is a semester-long senior elective that provides interested students with a rigorous introduction to scholastic journalism though writing, reading, research, and revision. An integrated study of the print and digital media, Honors Journalism offers a foundation in the tenets of journalism and an understanding of the ethics and standards required in the field. Students will produce different types of writing, which includes News, Opinion Pieces/Editorials, Features, Sports, and Reviews. Students will also make independent journalistic choices about stories and modes to convey information. Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions in each of the modes of journalism with major and minor assignments, including in-class writing, homework writing, small-group assessments, creative projects, and analytical/evaluative essays. The assessments in the course alternate between analyzing published examples of journalism and producing original content, adhering to the established conventions of the specific type of journalism covered in each respective unit. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated to meet deadlines. A Journalism Compilation, (with a reflective component,) and Final Examination will be a comprehensive culmination to the course and will be representative of all the work a student does throughout the entire course of study.

Assured Assessments

Formative Assessments:

- News Journal Reader Responses
- Class Participation

Summative Assessments:

- Test on Media Bias
- Article Comparison Essay
- Journalism Portfolio
- Final Examination

Supplemental Texts

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Response

UNIT 1
Hard News & Media Bias

Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias.
CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging in a hard news article
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience in the Hard News Major Essay Assignment.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make

	effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

Unit Essential Questions

- How does hard news contribute to a democratic society?
- What are the qualities of effective hard news journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias?
- What choices should writers make to write effective pieces of hard news journalism?

Scope and Sequence

- The history of news media
- Evaluating headlines
- Evaluating leads
- 5W & how questions
- Inverted pyramid format
- Society of Professional Journalists Code of Ethics
- Sources (Quotes, Pictures, Data)
- RAVEN framework for evaluating articles
- Types of media bias
- Political spectrum of media bias
- Filter bubbles, algorithmic gatekeeping and confirmation bias

Assured Assessments

Formative Assessments:
Students will prepare for class by reading hard news articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period. The students will write one 3-4 page article analysis and one 3-4 page hyperlocal hard news story with reflection. The article analysis will serve as an introductory content assignment. It will ask students to locate a hard news article and evaluate the effectiveness of its reporting and evidence.

The hyperlocal hard news story with reflection will ask students to report on an event that is not already in the news, and is something that they are able to independently research/investigate. Students will use a variety of sources and several different types of

evidence to report the story, and stick to the facts available to them without injecting personal opinion. Students will adhere to the conventions of traditional news writing and reflect on their process in doing so. These 3-4 page assignments will count as minor assessments for the marking period.

Summative Assessments:
Students will complete a Media Bias In-Class Test and a Hard News Major Essay assignment. On the Media Bias In-Class Test, students will be assigned an objective hard news article about a dispute with two opposing subjective viewpoints. Students will explain why the article is unbiased, using the terms from the course. Students will rewrite 3 sentences of their choosing from the article to demonstrate journalistic bias in favor of one side, and then rewrite 3 more sentences of their choosing from the article to demonstrate journalistic bias in favor of the other side. Students will not focus on extreme examples of bias that may exist in a hyperpartisan news outlet. Instead, students will aim for a more subtle and nuanced approach to bias that may be seen in mainstream news coverage. Students will explain why they made the choices they made when adjusting each sentence. This assignment will count as a major assessment for the marking period.

For the Hard News Major Essay, students will locate three credible hard news articles, from three different sources of their choosing, covering the same exact hard news event. Students will write a formal thesis-driven essay in which they evaluate the three articles and determine which one is the definitive article about the news event they selected. They will evaluate and analyze their article selections based on the criteria they have been learning throughout this unit. This assignment will count as a major assessment for the marking period.

Resources

Core
- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

Supplemental
- https://www.adfontesmedia.com/
- https://www.allsides.com
- https://www.spj.org
- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 8-10 Weeks

UNIT 2
Opinion Journalism

Unit 2 Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the article says explicitly as well as inferences drawn from the text and potential bias.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data based on the RAVEN Framework.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

Unit 2 Essential Questions

- How does opinion journalism influence a democratic society?
- What are the qualities of effective opinion journalism?
- How can consumers of journalism identify and evaluate the credibility of an opinion journalism piece?
- What choices should writers make to write effective pieces of opinion journalism?

Scope and Sequence

- Press releases versus news
- Editorials & editorial boards
- Columns & Columnists
- Op-Eds
- Reviews (Restaurant, Film, Music, Tool, Technology, Product)

Assured Assessments

Formative Assessments:
Students will prepare for class by reading opinion articles and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the first marking period.

Summative Assessments:
The students will write one 3-4 page op-ed article with reflection and one 3-4 page compilation of a positive and negative review. For the op-ed assignment, students will write an original, focused op-ed on a topic of their choosing, based on something they feel strongly about. They will include compelling evidence to support their point. Next, students will write a reflection about how their op-ed makes use of the components of strong opinion writing they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

For the review assignments, students will write 2 reviews, 1 positive review and 1 negative review. Their 2 reviews cannot be about the same content focus. Their reviews must contain the qualities of a good review that they have learned about throughout this unit. This assignment will count as a minor assessment for the marking period.

Resources

<u>Core</u>
- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

<u>Supplemental</u>

- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 3-4 Weeks

UNIT 3
Specialized Modes of Journalism

Unit 3 Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the modes of journalism in which they are writing.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used based on the Professional Journalists Code of Ethics.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening to a variety of news articles in different modalities.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases used in the study of Journalism when assessing, writing, and reflecting on news articles.

Unit 3 Essential Questions

- What are the qualities of effective sports, feature, and interview journalism?
- How can consumers of journalism identify and evaluate intended or unintended media bias in these specialized modes of journalism?
- What choices should writers make to write effective pieces in these specialized modes of journalism?

Scope and Sequence

- Professional sports journalism
- Local sports coverage versus national sports coverage
- College sports journalism

- Video game journalism
- Video gaming competition reporting
- Features
- Interviews
- Journalism Compilation process

Assured Assessments

Formative Assessments:
Students will prepare for class by reading articles on the specialized modes of journalism and completing News Journal entries. Students will use these materials to participate daily in class. The grades will count as minor grades in the second marking period.

Summative Assessments:
Students will complete a Journalism Portfolio compilation of new articles and a 3-4 page reflection. For the Journalism Portfolio, students will create a collection of four new original works of their choice, focusing on the modes of journalism we studied in class. Students will create four new articles in four different modes of their choosing, picking from the following list: Hard News (Hyper Local), Op-Ed, Review, Sports/Games, Feature. Each article must adhere to the best practices of journalism they learned in class, which are specific to each mode of journalism. Article due dates are spaced out throughout the second marking period of the course so students have time to complete each article in its entirety before moving on to the next one. As the class covers more modes of journalism while the course progresses, the students have more options to choose from. This Journalism Portfolio will count as a major assessment for the marking period.

For the Journalism Portfolio Reflection, students will write a 3-4 page document in which they reflect on their writing process for their cumulative assignment articles. Students should reference and quote specific parts of their cumulative assignment articles for support. This reflection will count as a minor assessment for the marking period.

Resources

<u>Core</u>
- Society of Professional Journalists Code of Ethics
- RAVEN Framework for evaluating articles

<u>Supplemental</u>
- Student selected articles for News Journal Reader Responses
- Teacher selected articles and multimedia journalism to model and assess modes of journalism and News Journal Reader Responses

Time Allotment

- Approximately 6-8 Weeks

CREDIT

One-half credit in English
One class period daily for a half year

PREREQUISITES

Sucessful completion of grades 9, 10, and 11 English

CURRENT REFERENCES

- "Allsides | Balanced News Via Media Bias Ratings For An Unbiased News Perspective". *Allsides*, 2021, https://www.allsides.com/unbiased-balanced-news.
- Guzman, Ariel. "Home - Ad Fontes Media". *Ad Fontes Media*, 2021, https://www.adfontesmedia.com/.
- Harrower, Tim. *Inside Reporting* Third Edition. New York: McGraw Hill Education, 2012. Print.
- Society Of Professional Journalists - Improving And Protecting Journalism Since 1909". *Spj.Org*, 2021, http://spj.org/.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Honors Journalism Participation Rubric
- Honors Journalism 3-4 page Writing Assignment Rubric
- Hard News Major Essay Rubric
- Journalism Portfolio Article Rubric
- Final Examination Grading Criteria

OTHER RESOURCES

- 3-4 Page Article Analysis Assignments
- 3-4 Page Hyperlocal Hard News Story Assignment
- Media Bias In-Class Test Assignment
- Hard News Major Essay (Article Comparison) Assignment
- 3-4 Page Op-Ed Article Assignment
- 3-4 Page “2 Reviews” Assignment
  Journalism Portfolio Assignment
- 3-4 Page Journalism Portfolio Reflection Assignment
- Final Examination Assignment
- Final Examination Study Guide
- Sample News Journal Questions

Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: • Clearly identifying the purpose of the text • Providing initial reaction richly supported by text • Providing a perceptive interpretation	Demonstrates understanding of text by: • Identifying the fundamental purpose of the text • Providing initial reaction supported by text • Providing a clear/straight forward interpretation of the text	Demonstrates general understanding of text by: • Partially identifying the purpose of the text • Providing initial reaction somewhat supported by text • Providing a superficial interpretation of the text	Demonstrates limited or no understanding of text by: • Not identifying the purpose of the text • Providing initial reaction not supported by text • Providing an interpretation not supported by the text
Interpret X_____	Student is able to exceptionally interpret text by : • Extensively reshaping, reflecting, revising, and/or deepening initial understanding • Constructing insightful and perceptive ideas about the text. • Actively raising critical questions and exploring multiple interpretations of the text	Student is able to interpret text by : • Reshaping, reflecting, revising, and/or deepening initial understanding • Summarizing main ideas of text • Actively interpreting text by raising questions and looking for answers in text	Student is able to interpret text by : • Guided reflection and/or revision of initial understanding • Summarizing some main ideas of text • Guided interpretation of text by answering questions locating answers in text	Student demonstrates limited ability to interpret text as evidenced by : • Struggle to implement guided reflection and/or revision of initial understanding • Struggle to summarize any main ideas of text • Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections • text to text • text to self • text to world	Demonstrates specific connections • text to text • text to self • text to world	Demonstrates general connections • text to text • text to self • text to world	Struggles to make connections • text to text • text to self • text to world
Evaluate X_____	Insightfully evaluates the text by one or more of the following elements: • Critical analysis to create a conclusion supported by the text • Perceptive judgments about the quality of the text • Synthesis of text • Express a personal opinion.	Evaluates the text by one or more of the following elements: • critical analysis to form a conclusion from the text • thoughtful judgments about the quality of the text • Evaluation of text to express personal opinion(s)	A general evaluation of the text by one or more of the following elements: • Forms a superficial conclusion from the text • Assesses the quality of the text • Uses text to express personal opinion(s)	Struggles to evaluate the text by any of the following elements: • Forming a conclusion from the text • Assessing the quality of the text • Using text to express personal opinion(s)

Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4 **Student work:**	Goal 3 **Student work:**	Working Toward Goal 2 **Student work:**	Needs Support 1-0 **Student work:**
Purpose X_____	• Establishes and maintains a clear purpose • Demonstrates an insightful understanding of audience and task	• Establishes and maintains a purpose • Demonstrates an accurate awareness of audience and task	• Establishes a purpose • Demonstrates an awareness of audience and task	• Does not establish a clear purpose • Demonstrates limited/no awareness of audience and task
Organization X_____	• Reflects sophisticated organization throughout • Demonstrates logical progression of ideas • Maintains a clear focus • Utilizes effective transitions	• Reflects organization throughout • Demonstrates logical progression of ideas • Maintains a focus • Utilizes transitions	• Reflects some organization throughout • Demonstrates logical progression of ideas at times • Maintains a vague focus • May utilize some ineffective transitions	• Reflects little/no organization • Lacks logical progression of ideas • Maintains little/no focus • Utilizes ineffective or no transitions
Content X_____	• Is accurate, explicit, and vivid • Exhibits ideas that are highly developed and enhanced by specific details and examples	• Is accurate and relevant • Exhibits ideas that are developed and supported by details and examples	• May contain some inaccuracies • Exhibits ideas that are partially supported by details and examples	• Is inaccurate and unclear • Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	• Demonstrates excellent use of language • Demonstrates a highly effective use of standard writing that enhances communication • Contains few or no errors. Errors do not detract from meaning	• Demonstrates competent use of language • Demonstrates effective use of standard writing conventions • Contains few errors. Most errors do not detract from meaning	• Demonstrates use of language • Demonstrates use of standard writing conventions • Contains errors that detract from meaning	• Demonstrates limited competency in use of language • Demonstrates limited use of standard writing conventions • Contains errors that make it difficult to determine meaning

Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	Presentation shows compelling evidence of an independent learner and thinker. Solution shows deep understanding of the problem and its components. Solution shows extensive and appropriate application of 21st Century Skills.	Presentation shows clear evidence of an independent learner and thinker. Solution shows adequate understanding of the problem and its components. Solution shows adequate application of 21st Century Skills.	Presentation shows some evidence of an independent learner and thinker. Solution shows some understanding of the problem and its components. Solution shows some application of 21st Century Skills.	Presentation shows limited or no evidence of an independent learner and thinker. Solution shows limited or no understanding of the problem. Solution shows limited or no application of 21st Century Skills.

Honors Journalism Participation Rubric

30-27

- Participates daily in class discussions
- Responds to and builds on other students' ideas
- Offers insightful evidence from the text as support for ideas
- Respects and actively listens to others' ideas/opinions

26-24

- Participates frequently in class discussions
- Responds to other students' ideas
- Sometimes offers textual support for ideas
- Respects and listens to others' ideas/opinions

23-21

- Rarely participates in class discussions, but will offer relevant statements when called upon by instructor
- Rarely responds to other students' ideas
- Rarely offers textual support for ideas
- Sometimes distracted or inattentive to others' ideas/opinions

20-12

- Fails to participate in class discussions, even when called upon by instructor
- Does not respond to other students' ideas
- Does not reference textual examples as support
- Distracted or inattentive to others' ideas/opinions

11-0

- Defiantly refuses to participate in class discussions, even when called upon by instructor
- Disruptive during class discussion
- Disrespectful to others' opinions/ideas

Honors Journalism 3-4 page Writing Assignment Rubric

20-18

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 3-4 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question fully, directions followed

17-16

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 2-3 full pages in length, with proper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Answers the question, directions followed

15-13

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 1-2 full pages in length, with inconsistent formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions not fully answered or considered

12-8

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 1-½ full pages in length, with improper formatting and spacing (typed, double-spaced, Times New Roman 12 point type)
- Questions ignored or not answered

Hard News Major Essay Rubric

A Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- Your focus on summarizing the event is minimal. All body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them completely. You select compelling quotes from all 3 sources.
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

B Range:

- Your essay contains a solid, original, arguable thesis. Your essay focuses on 3 articles from 3 sources, covering the same news story.
- You focus a little too much on summarizing the event. Many of your body paragraphs focus on assessing the articles based on all of the criteria of the assignment and proving why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to support your thesis, and you analyze them sufficiently. You select good quotes from all 3 sources.
- Structure is effective and word choice is appropriate.
- Between 5-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

C Range:

- Essay contains an unclear thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay focuses heavily on retelling the event. The majority of your body paragraphs is about plot. Your body paragraphs do not always assess the articles based on all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes are properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) may be questionable. You discuss all 3 articles, but you may only formally quote 2 of them.
- Structure may not meet the needs of the prompt due to content and/or grammatical issues, including word choice or voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

Hard News Major Essay Rubric (continued)

D Range:

- Essay contains a flawed thesis or restates the prompt. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. Your body paragraphs do not assess the articles based on the all of the criteria of the assignment or prove why the article of your thesis is the definitive article.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Some ideas may lack quotes for support. Placement and/or length of quote(s) is questionable. You discuss and formally quote fewer than 3 articles.
- Un-structured and/or confusing, simple word choice, lacks voice.
- Between 4-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

F Range:

- Essay contains a confusing thesis or no thesis. Your essay focuses on fewer than 3 or more than 3 articles. Some of the articles may not cover the same news story.
- Your essay almost entirely retells the event. You do not use the criteria of the assignment to assess the articles or prove why the article of your thesis is the definitive article. Prompt questions are ignored or not answered.
- Your quotes may not be properly cited using MLA format. They are present to retell the facts of the story, and your statements about them retell the story instead of assessing their quality. Most ideas may lack quotes for support. Placement and/or length of quote is questionable. You discuss and formally quote fewer than 3 articles.
- Lack of coherency, difficult to follow
- Between 3-6 full pages in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

Journalism Portfolio Article Rubric

Rubric for Each Article

25-23

- Strong thesis or main idea which is expertly threaded throughout the document
- Fully developed ideas with exceptional support
- Many solid, insightful examples from the event or source
- Well-written in terms of structure, word choice, and voice. Virtually flawless.
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

22-20

- Solid thesis or main idea which is threaded throughout the document
- Developed ideas with adequate support
- Some strong examples from the event or source
- Structure is effective and word choice is appropriate
- Between 500-750 words in length, with proper formatting and spacing (typed, double-spaced, 12 point type)

19-17

- Unclear thesis or main idea which is not consistent throughout the document
- Partially developed ideas with some support
- Few examples from the event or source, unrelated examples
- Unstructured and confusing, simple word choice, lacks voice
- Between 250-750 words in length, with inconsistent formatting and spacing (typed, double-spaced, 12 point type)

16-13

- Unusual or Unknown thesis or main idea which is not present throughout the document
- Undeveloped ideas with little support
- One example or less from the event or source, unrelated examples
- Lack of coherency, difficult to follow
- Between 250-500 words in length, with improper formatting and spacing (typed, double-spaced, 12 point type)

Final Examination Grading Criteria

Article (50 points)

You will be assessed holistically, based on how well you craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. You will be assessed on how well you decide which notes you will use, and how and when you will use them based on what we learned in class. You will be assessed on how strongly your article adheres to the guidelines on the assignment sheet.

Reflection (50 points)

You will be assessed holistically based on how thoroughly you answer all of the reflection prompts on the assignment sheet. You will be assessed on how well your reflection response demonstrates your understanding and mastery of the concepts and skills of the course. You will be assessed on how well you use specific examples from your article to support your responses to the reflection prompt.

3-4 Page Article Analysis Assignment

Select and read a current and credible news article from a major news source and respond in detail to the following questions in writing:

- What specific article did you select, and why did you select it? Is it a strong example of hard news journalism? Why or why not?
- What is the article about? Paraphrase it and describe its key ideas and the various types of evidence (sources) you found in the article.
- What did you notice about the format and writing style employed by the journalist who wrote the article? What is the significance of your observations?
- What did you learn about journalism by reading this article and responding to these questions?

Please provide a link to the article at the bottom of the document.

3-4 Page Hyperlocal Hard News Story Assignment

Your task for this assignment is to report a hyper-local news story. The story you base your report on may not already be in the news, and should be something that you are able to independently research/investigate. Use a variety of sources and several different types of evidence to report the story, and stick to the facts available to you. Remember that this is a hard news story; although you may quote other people's opinions in your story, your personal opinion on the matter should not be apparent. Adhere to the conventions of traditional news writing (strong headline, tight lead with the
essential W's/H, the inverted pyramid of details, etc.).

Next, Write a reflection about how your story makes use of the components of strong news writing that you have learned about through class discussions and the readings you have done.

Media Bias In-Class Test Assignment

Directions: Read the entire test before you begin so you can familiarize yourself with the scope and sequence of this test. Place your answers to each question into this document. Do not delete any of the test questions or prompts, and **put all of your written responses in bold font**. Strong responses will contain a wide variety of examples based on the various concepts we learned in class (RAVEN, 11 Types of Media Bias, Code of Ethics). Please submit your completed assignment through Google Classroom and www.turnitin.com

Please read the following news article and answer the following questions:
(INSERT ARTICLE LINK HERE)

1) In 4-6 sentences, explain why this article is unbiased. Address some specific qualities of the article to support your response (10 points).

2) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of The United Auto Workers union. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).

a. Original sentence 1 (Copy and paste the sentence from the article):

b. Your revised sentence 1:

c. Explain the choices behind your revision in 2-3 sentences:

---

d. Original sentence 2 (Copy and paste the sentence from the article):

e. Your revised sentence 2:

f. Explain the choices behind your revision in 2-3 sentences:

---

g. Original sentence 3 (Copy and paste the sentence from the article):

h. Your revised sentence 3:

i. Explain the choices behind your revision in 2-3 sentences:

3) Rewrite 3 sentences of your choosing from the article to demonstrate journalistic bias in favor of General Motors Co. For this exercise, do not focus on extreme examples of bias that you might see from a hyperpartisan news outlet. Instead, aim for a more subtle and nuanced approach to bias that you may see in mainstream news coverage. Next, Explain why you made the choices you made when adjusting each sentence (30 points).

a. Original sentence 1 (Copy and paste the sentence from the article):

b. Your revised sentence 1:

c. Explain the choices behind your revision in 2-3 sentences:

---

d. Original sentence 2 (Copy and paste the sentence from the article):

e. Your revised sentence 2:

f. Explain the choices behind your revision in 2-3 sentences:

---

g. Original sentence 3 (Copy and paste the sentence from the article):

h. Your revised sentence 3:

i. Explain the choices behind your revision in 2-3 sentences:

Hard News Major Essay (Article Comparison) Assignment

The first step of your assignment is to locate three credible **hard news** articles, from three different sources of your choosing, covering the same exact hard news event. For example, if you are covering a trial, one article can't be about the initial arrest of a suspect if the other two are about a jury's verdict at the end of the suspect's trial. You want to collect three articles covering **the same exact subject at the same exact moment in time** to properly complete this assignment.

You will write a formal thesis-driven essay (intro with a strongly worded thesis, body paragraphs, conclusion) in which you evaluate the three articles and determine which one is the **definitive article** about the news event you selected. You will evaluate and analyze your article selections based on the following criteria:

- Elements of an effective news story (lead, 5 Ws, inverted pyramid)
- Range of credible sources of information (RAVEN)
- Multiple perspectives, neutrality and absence of bias, and journalistic ethics (Types of Media Bias)

In order to prove your thesis, you are going to need direct quotes from each of your sources. Do not use any off-set quotes (quotes over five lines). This is the major essay assignment of the marking period, and your essay should be well-organized and polished in its presentation of ideas. Excellent essays will elaborate on the insights drawn from this comparative analysis. This essay will required a works cited page with proper citations throughout.

Essays must be five to six pages in length, double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

3-4 Page Op-Ed Article Assignment

Write an op-ed on a topic of your choosing, based on something you feel strongly about. Include compelling evidence to support your point. Be sure to use the elements of a good op-ed we've studied in class to craft your article:

3-4 Page “2 Reviews” Assignment

Please use your usual page range (3-4 full) to write 2 reviews, 1 positive review and 1 negative review.

Your reviews cannot be about the same exact thing. For example, you cannot write a positive review about *Frozen* and a negative review about *Frozen*. You can, however, write 2 reviews about a similar subject. For example, you could write a positive review about *Frozen* and a negative review about *Onward*. You can also write about completely different subjects. For example, a positive review about *Frozen* and a negative review about an Apple watch.

Please be sure that your reviews contain the qualities of a good review that we studied in class.

Journalism Portfolio Assignment

Your assignment is to create a collection of four new original works of your choice, focusing on the modes of journalism we studied in class. You will create four new articles in four different modes of your choosing, picking from the following list:

- Hard News (Hyper Local)
- Op Ed
- Review
- Sports/Games
- Feature

Each of your 4 articles must be a different mode of journalism (For example, you can't write 2 features for this assignment).

Each of your articles must adhere to the best practices of journalism that we've discussed in class which are specific to each mode of journalism.
Each of your four articles must be 500-750 words in length (your entire collection of four articles must be 2000-3000 words in length), double-spaced, in Times New Roman 12 point type, cited in MLA format. If you have questions or would like your teacher to look at a draft, please let me know and we can meet to discuss it.

Each of your 4 articles is due on a specific date:

Article 1: due on _____

Article 2: Due _____

Article 3: Due on _____

Article 4: Due on _____

3-4 Page Journalism Portfolio Reflection Assignment

Reflect on your writing process for your cumulative assignment articles. How did you apply what you learned in this class to the various articles? How did you make your selections? What was your experience like writing in the different modes? What was most challenging and why? Least challenging? What did the activity teach you about journalism?

You should reference and quote specific parts of your cumulative assignment articles for support.

Please meet all of the indicators of our 3-4 page assignment rubric (including page length) for this assignment.

Final Examination Assignment

Your task today is to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you. Some of these notes are irrelevant, while others are integral to creating a good news story. Decide which notes you will use, and how and when you will use them based on what we learned in class. The article you create must adhere to the following guidelines:

- Effective Lead
- 5 Ws & H
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Your news story should be 1-2 single-sided handwritten pages.

Once you have completed your news story, you will write **an additional** 2-3 page single-sided handwritten reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection. Please respond to the following questions in your reflection:

- How did you organize the information contained within the notes you received? How did you decide what to include and how to include it, and what not to include?
- How did you arrive at the lead you created in your article? What was your thought process behind its structure and contents?
- How do the 5 Ws, H, and Inverted Pyramid guide the structure of your article? Give examples.
- What steps did you take to ensure that your reporting remained objective throughout? How did the sensational notes you received influence your adherence to objective reporting and the journalistic code of ethics?

On Monday morning, Farmer Jones reported to the Trumbull Police Department that several of his cows disappeared overnight and his hay maze was wildly rearranged.

On Monday morning, Farmer Jones reported to the Trumbull Police Department that there were rats in his pumpkin patch.

On Tuesday evening, several citizens spoke at public comments during the Trumbull Town Hall meeting, citing their concerns about the missing cattle.

Official Statement from the Trumbull Police Department, published Wednesday morning: "After a thorough investigation, the department has determined that there was no evidence of foul play with regards to Mr. Jones' missing cattle. There is no reason for Trumbull residents to be concerned about this matter."

NBC News reported last September that, "The Navy confirmed that videos did capture UFO sightings over the Pacific Ocean, but it called them by a different name."

On Wednesday night at 9:13 PM, three skateboarding teenagers and one senior citizen mall walker reported spotting a flying saucer hovering above Wahlburgers at the Westfield Mall.

Quote from Billy Smith, 16, of Trumbull, who was skateboarding outside of Wahlburgers on Wednesday night: "That saucer was lit, man! It came out of nowhere and just hovered over the burger joint. I said to my friend, 'Whoah!'"

Quote from Herschall Lewis, 76, of Trumbull, who claims to have witnessed a flying saucer outside of Wahlburgers on Wednesday night: "I left my eyeglasses at home so I couldn't see it clearly, but those darn teens were pointing at the sky and hootin' and hollerin' like Elvis Presley, the king of rock n roll, had just come to town. I knew the police was covering something up about Farmer Jones' cattle. Those cows don't just walk off for nothin'. Something fishy is afoot, I tell ya!"

Wahlburgers is offering a two for one special on their signature milkshakes.

On Thursday morning, the Trumbull Police Department issued a 7:00 PM curfew for all Trumbull residents.

Official Statement from the Trumbull Police Department, published Thursday morning: "The Town of Trumbull is issuing a 7:00 PM curfew for all Trumbull residents, effective immediately. Any citizen found on the streets of Trumbull after that time will be escorted home and may be fined or imprisoned. The department also recommends that residents lock their doors and windows and keep pets indoors. This is merely a precautionary measure, and there is nothing for Trumbull residents to worry about at this time. Further updates are forthcoming."

Final Examination Study Guide

You will be asked to craft a news article and reflection, using all of the best practices of journalism that we learned in class, based on the notes that are provided to you at the beginning of the exam session. Some of these notes will be irrelevant, while others will be integral to creating a good news story. You will decide which notes you will use, and how and when you will use them based on what we learned in class.

To study for this part of the exam, you should review the following guidelines:

- Effective Lead
- 5 Ws
- Inverted Pyramid
- Attributable Sources
- Objective Reporting (Avoiding Bias)
- Journalistic Code of Ethics

Once you have completed your news story, you will write **an additional** reflection about your writing process and what you learned. You will use specific examples from your article to support your reflection.

To study for this part of the exam, you should review your previous written reflections and reflect on how supporting evidence from an article can enhance a response to specific prompt questions.

Sample News Journal Questions

Please read a recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:
On top: Headline, date, author, news outlet, lead ("first sentence")
Then: Answer the following in your response, in 250-300 words:

- Why did you select this article?
- What the article about? Paraphrase it and describe its key ideas and the various types of evidence you found in the article.
- What is the strongest piece of evidence in the article you selected? What makes it the strongest piece of evidence?

Please read another, different, recent article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:
On top: Headline, date, author, news outlet, lead ("first sentence")
Then: Answer the following in your response, in 250-300 words:

- Assess and analyze the quality of the headline, using the criteria I presented in class.
- Develop a new headline for the article, and tell me why yours is better.
- Assess and analyze how well the article answers each of the "5W" and How questions. Provide examples.

  You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

Please read another, different, recent hard news article of your choice from NPR or Reuters (no other outlets at this time), and write a 250-300 word News Journal response.

Format:
On top: Headline, date, author, news outlet, lead ("first sentence")
Then: Answer the following in your response, in 250-300 words:

Assess and analyze how well this hard news article utilizes the inverted pyramid format. In your response, focus on the sequencing and order of events in the article, and how supporting information or evidence is used. If a section is lacking, suggest how and where the article could better utilize the inverted pyramid format.

You can pull a quote or two from the article to support your response, but the quote does not count towards your 250-300 word count. 250-300 words should be your original words, in response to the questions.

Time to expand your reading horizons! Please read a hard news article of your choice from a news outlet other than NPR or Reuters, and write a 250-300 word News Journal response.

Please complete this News Journal:

How does this hard news story compare to the stories you read from NPR and Reuters? How does it meet the standards we've learned in class so far (newsworthiness, 5 W's & How, Inverted Pyramid, headline qualities, etc.)?

Please read and think about the attached Society of Professional Journalists Code of Ethics.

Please complete this News Journal:

Which sections or bullets of this code of ethics do you think are most important? Why? Looking back at your 5 previous News Journal articles, how and where do you see specific elements of this code of ethics upheld? Where do you see specific elements of this code of ethics violated?

Please read a new hard news article from Reuters, NPR, or any mainstream news site. Which sources are most prominent in the article? Which sources are least prominent? Which are the most important types of sources in each article? Why? What did you learn?

Please read a new hard news article from Reuters, NPR, or any mainstream news site. Apply the RAVEN framework to the article and its author to identify areas of bias within the article.

Pick a story featured on allsides:
https://www.allsides.com/story/admin
Examine and reflect on what's similar and different about the leads, headlines, and sources. Identify areas of bias.

Select a new hard news story of your choice. Apply the various types of media bias to article to identify and analyze bias.

Identify examples of your own filter bubble on the web. Use the results from the "Rate your own bias" quiz to determine how it shapes your filter bubble.

How did your own bias and your own filter bubble affect the hyperlocal hard news story you wrote for your hard news article assignment? Adjust some of your sentences from the hyperlocal hard news article you wrote to make them more unbiased.

Read a company's press release for a product you care about. Identify areas of bias and explain what it reveals about the product and the company.

Read a politician's press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the politician.

Read a celebrity's/public figure's (NOT a politician) press release about a recent issue involving them. Identify areas of bias and explain what it reveals about the issue and the celebrity/public figure.

Read this editorial: (INSERT LINK HERE). How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

Select your own editorial article to read.

Answer: How is this article similar to hard news? How is it different? What is their argument? How do they support it? Is there an effective use of sources? Did they convince you of their argument? Why or why not?

Select and read a column about a subject you're interested in.

Answer: How is this column similar to the editorials we read? How is it different? What did you learn about the issue? What did you learn about the author?

Select and read 2 more columns from the same author you read last night.

Answer: What consistencies in style and opinion can you identify across all 3 articles. Why is this writer a successful columnist? Why do people keep coming back to read his/her articles?

Read this op-ed:

(INSERT LINK HERE)

Answer: How is this op-ed similar and different from the columns and editorials you read? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

Read and respond to an op-ed of your choice.

Answer: How is the op-ed similar and different from the op-ed you read yesterday? Focus on style, use of sources, and effectiveness of argument. After reading the op-ed, do you agree or disagree with the writers' position? How come?

We have completed our units on hard news, media bias, and opinionated journalism. Next, we will look at some of the more specialized modes of journalism. Here is what we will begin to explore next:

- Reviews
- Sports/Games
- Features
- Interviews

Please answer the following questions:

- Which of the above 4 modes of journalism do you have the most experience reading? Why do you like reading that type of journalism so much?
- Which of the above 4 modes of journalism do you have the least experience reading? Why have you avoided reading this mode of journalism?
- Which of the above 4 modes of journalism do you think would be the most fun to write? Why would it be fun to write?

Read and respond to this review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review posted above? Give specific examples. After reading the review, do you agree or disagree with the writers' position? How come?

Read and respond to this restaurant review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. How is this review similar to the movie review we read yesterday? How is it different? Please move beyond the basic physical differences between a movie and a restaurant and instead look at the structure and style of the writing.

Read and respond to this technology review:

(INSERT LINK HERE)

Answer: How does this review hold up against the qualities of a good review that we discussed? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing a tool (high tech or low tech), versus reviewing a piece of art like a movie or an experience like a restaurant? How is this review similar to the movie and restaurant reviews we read yesterday? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, and a piece of technology and instead look at the structure and style of the writing.

Please select and read a review of an album by a musician that you care about. It could be a positive review or a negative review.

Answer: How does this review hold up against the qualities of a good review that we discussed in class? Give specific examples. What are some things a reviewer needs to keep in mind when reviewing music, versus reviewing visual pieces of art like a movie or television show? How is this review similar to any of the other reviews we've already read? How is it different? Please move beyond the basic physical differences between a movie, a restaurant, a piece of technology, and music and instead look at the structure and style of the writing.

Today, we are going to look at a positive and a negative review of the same film, and decide which opinion is more authoritative.

Positive review:

(INSERT LINK HERE)

Negative review:

(INSERT LINK HERE)

Answer: Which of these two reviews best holds up against the qualities of a good review that we discussed in class? Give specific examples. Which of these two opinions is more authoritative? Why do you tend to believe in and/or agree with one of these writers' viewpoints more? Focus on both their style and content.

Read a professional sports article.

Answer in 250-300 words: In which ways does this article meet the qualities of a good sports article? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Today, we are going to look at two different articles covering the same game. The difference is one news outlet is located in the same state as one of the teams, and the other isn't. Let's look at how in-state coverage carries from out-of-state coverage of sports games.

IN-STATE:

(POST LINK HERE)

OUT-OF-STATE:

(POST LINK HERE)

Answer in 250-300 words: How is the in-state coverage of the team similar to the out of state coverage of the team? How is it different? What assumptions are each news outlet making about their readers based on how the articles are written? Why would in-state coverage of a team be different from out-of-state coverage? Give specific examples from both articles to support your assessment. Focus on both their style and content.

Read a college sports article. How is this college sports coverage similar to the professional sports coverage you read for class? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Read an article covering a video game competition. Answer in 250-300 words: How is this video game competition coverage similar to the professional and college sports coverage you have been reading? How is it different? In which ways does this article meet the qualities of a good sports article that we discussed in class? In which ways does this article not meet the qualities of

a good sports article? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read the following coverage of an upcoming video game:

(INSERT LINK HERE)

Answer in 250-300 words: How does this video game coverage function as a news story? In what ways does this video game coverage avoid becoming free advertising? In what ways does this video game coverage in some ways function as free advertising? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read the following mainstream coverage about a video game company:

(INSERT LINK HERE)

Answer in 250-300 words: How is this mainstream news coverage of this video game and video game company similar to the coverage you've read so far on gaming websites? How is this mainstream news coverage different? Why do you think that is? Give specific examples from the article to support your assessment. Focus on both their style and content.

Please read a feature.

Answer in 250-300 words: How is this feature similar to hard news? How is it different? How is this feature similar to the op-ed? How is it different? What are some things you learned about the subject that you didn't know before you read this feature? How does the writer keep the reader engaged in this topic? Give specific examples from the article to support your assessment. Focus on both their style and content.

Read or watch an interview of your choice with a public figure you like. It could be an entertainer, politician, athlete, etc.

Answer in 250-300 words: What are some facts you learned about the interviewee that you did not know before you read this feature? How does the journalist keep the interviewee and the viewers engaged in this topic? How well does the journalist adhere to the qualities of a good interview that we discussed in class? Give specific examples from the article to support your assessment. Focus on both their style and content.