

NEWPORT-MESA UNIFIED SCHOOL DISTRICT Course Description

JOURNALISM IAB

Content covered in this course is described in the Course of Study. Based upon student needs, teachers select appropriate materials from the Instructional Materials List. Classroom presentations of course content are determined by the instructor and described under Teacher Activities. A more detailed outline of this course can be obtained from the instructor.

Overview:

This course provides the student with the skills needed to produce an audience-directed publication. The course emphasizes the research, writing, and publishing of a variety of high-interest material for a specific audience. The student will learn communication theory, the historical background and responsibilities of a free press, and qualities of good writing through reading core literature and journalism models. The student will become familiar with the various types of journalistic writing: news, editorials, opinion, features, sports, narratives, columns, reviews, advertising copy, captions/cutlines, and headlines. The student will produce material for publication by researching, interviewing, writing, and editing stories designed to inform, persuade, or entertain. Student-written copy will reflect an aptitude for language communication while using correct conventions of English. The student will develop the ability to select, edit, and evaluate copy. The student will engage in production work in the areas of design, advertising, photography, and electronic publishing. The student will use available word processing and electronic publishing programs to generate drafts and even camera-ready pages for publications. The student will develop an ability to assess all levels of communication and evaluate the effectiveness of published materials in terms of reader appeal and visual aesthetics.

Course of Study Objectives:

- 1. The student will read core literature and journalism models to develop the ability to communicate an idea or a theme through a printed or visual work and will demonstrate the ability to identify a publication's readership and learn to differentiate writing styles.**
 - 1.1 STUDENT ACTIVITIES:**

The student will read and analyze literary nonfiction works and journalistic publication. The student will identify readers of a publication through content analysis and will determine the writing styles used to communicate to that reader.
 - 1.2 INSTRUCTIONAL MATERIALS USED:**
 - Core literature
 - Newspapers
 - Magazines

- Student publications
 - Related instructional materials
- 1.3 **TEACHER ACTIVITIES:**
- Lecture/demonstrate expected student learning
 - Present assignments in optimum order and presentation for learning
 - Provide significant time for teacher/student evaluation
 - Provide readership and content analysis data
 - Provide written materials and facilitate their use
2. **The student will develop an awareness of ethical and community standards and the role of the press in society and will learn and apply those legal restrictions on the press and the California Education Code relating to student press freedom.**
- 2.1 **STUDENT ACTIVITIES:**
The student will read to understand the historical developments of the press in the United States. The student will read articles relating to law, ethics, and journalism standards. The student will analyze and discuss student press rights and responsibilities.
- 2.2 **INSTRUCTIONAL MATERIALS USED:**
- Textbooks
 - Professional and student publications
 - Historical and legal documents
 - Visual aids
- 2.3 **TEACHER ACTIVITIES:**
- Demonstrate/Lecture
 - Facilitate student discussion
 - Promote ethical considerations and understanding of community standards
3. **The student will identify story ideas appropriate to specific audiences and be able to select and use the correct writing style while considering audience, purpose, and publication goals in order to generate ideas and execute articles for publication.**
- 3.1 **STUDENT ACTIVITIES:**
The student will identify news elements common to most publications such as nearness, timeliness, importance, prominence, conflict, and human interest. The student will profile his readers and generate stories ideas of interest or value for those readers. The student will read models of journalistic articles in order to determine the appropriate writing style to use to convey information, entertainment, or opinion
- 3.2 **INSTRUCTIONAL MATERIALS USED:**
- Textbooks
 - Professional and student publications
 - Writing models and styles
 - Visual aids
- 3.3 **TEACHER ACTIVITIES:**
- Identify news elements and show their relationship to publication content
 - Provide models of writing styles
 - Facilitate student discussion
 - Encourage originality of ideas
4. **The student will have frequent practice writing in appropriate journalistic styles on a wide range of topics that will prove of interest to the student body or other identified audiences.**
- 4.1 **STUDENT ACTIVITIES:**
The student will write copy appropriate for school publications using correct journalistic style for various story modes such as news, editorials, opinion, features, sports, narratives, columns, reviews, advertising copy, captions/cutlines, and headlines. The student will engage in

prewriting activities, precomposing activities, and the writing, revising, and editing stages of the writing process.

4.2 INSTRUCTIONAL MATERIALS USED:

- Textbooks
- Models of professional and student writing
- Visual aids
- Publications

4.3 TEACHER ACTIVITIES:

- Demonstration/Lecture
- Facilitate student discussion on appropriate story ideas
- Evaluate compositions
- Encourage originality and diversity of copy

5. The student will practice listening and interviewing skills required of a participant in a student publication and will develop both formal and informal oral communication skills.

5.1 STUDENT ACTIVITIES:

The student will interview other students and news sources, utilizing note-taking techniques and interview strategies. The student will participate in news conferences, one-on-one interviews, and symposiums as well as engage in discussions with other students and the instructor.

5.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Models of recorded interviews

5.3 TEACHER ACTIVITIES:

- Model oral communication techniques
- Provide instruction and assistance in listening, interviewing, and note-taking techniques
- Facilitate discussions and critiques

6. The student will use higher-order thinking skills while engaged in the production of school publications and will improve his/her ability to read for meaning and critically analyze the content of both written and visual presentations.

6.1 STUDENT ACTIVITIES:

The student will read and discuss copy written by other writers including class peers. The concepts of analysis and evaluation will be discussed and applied by the student in assessing the quality of communication and visual presentation. The student will evaluate the work through writing and speaking assignments.

6.2 INSTRUCTIONAL MATERIALS USED:

- Textbooks
- Professional and student newspapers and magazines

6.3 TEACHER ACTIVITIES:

- Assign reading
- Conduct/facilitate discussions and analysis

7. The student will apply all the conventions of the English language, follow the accepted rules of journalistic style, and use proper copy editing symbols.

7.1 STUDENT ACTIVITIES:

The student will use all the correct conventions of the language in his/her copy. The student will edit, proofread, and submit for peer review, all writing prepared for publication. The student will use Associated Press style or other accepted journalistic style rules and use proper copy editing symbols to indicate corrections in his/her copy.

7.2 INSTRUCTIONAL MATERIALS USED:

- Student writing
- *Associated Press Stylebook*

- Reference books on English usage and grammar
- Copy editing symbols

7.3 TEACHER ACTIVITIES:

- Instruct in language conventions when the need arises
- Facilitate collaborative session for peer review
- Review student writing and return to student for personal editing
- Give guided practice in use of *Associated Press* style and copy editing symbols

8. The student will develop greater awareness of precision in language and expand and refine his/her vocabulary through listening, writing, and speaking and will distinguish between opinion and fact, developing a sensitivity for shades of meaning in language while writing concisely and clearly.

8.1 STUDENT ACTIVITIES:

The student will identify words and phrases that convey opinion. The student will distinguish between shades of meaning for a variety of words and phrases and add words to his/her vocabulary and use these words in appropriate context. Students will write clearly and concisely avoiding trite, overused expressions. In headline writing students will find short, powerful words to convey meaning in a minimal amount of space.

8.2 INSTRUCTIONAL MATERIALS USED:

- Professional and student writing
- Word lists
- Thesaurus
- Dictionaries

8.3 TEACHER ACTIVITIES:

- Provide word lists of appropriate vocabulary and other resources
- Give directed practice in the use of correct vocabulary and word choice
- Indicate overuse of words and encourage rewriting or use of synonyms
- Review and evaluate student writing

9. The student will locate and make appropriate use of information from various resources.

9.1 STUDENT ACTIVITIES:

The student will use libraries, electronic information systems, and primary sources to research and verify information gathered in the preliminary development of copy. The student will prepare, in advance through the use of resources, questions to be used in an oral interview. The student will use outlining techniques to assist him/her in the development of copy and preparations for oral interviews.

9.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Library
- Electronic information services
- Various resources

9.3 TEACHER ACTIVITIES:

- Facilitate use of library, electronic access of data, and other resources
- Supervise student activities
- Evaluate accuracy in reporting and documentation of facts

10. The student will recognize the relationship between page design and effective communication and will design pages, infographics, headlines, and other elements of news production to effectively communicate the contents of a publication.

10.1 STUDENT ACTIVITIES:

The student will learn the historical and modern trends in publication design. The student will recognize the visual impact of such elements as typography, photography, infographics, illustrations, charts, maps, and screens to the aesthetic and communicative functions of the

publication. The student will design pages using aesthetic principles such as balance, center of visual interest, emphasis, and packaging. The student will incorporate into his/her work the effective use of photographs, artwork, and graphics.

10.2 INSTRUCTIONAL MATERIALS USED:

- Textbook
- Professional publications
- Art, graphic, and design resources
- Visual aids

10.3 TEACHER ACTIVITIES:

- Provide models of design from historical and modern perspective
- Instruct in design principles
- Provide instruction on available computer software program in electronic graphic and page design
- Supervise and facilitate innovative and aesthetically designed pages and graphics

11. The student will become familiar with technology used in publishing and will use available technology to produce a school publication.

11.1 STUDENT ACTIVITIES:

The student will use available computers and accessories in the planning, preparation, and production of his/her copy. The student be familiar with and use, if applicable, software programs in word processing, page layout, and graphics design. Students will demonstrate proper techniques for accessing programs, storing and retrieving data, and electronically editing copy. The student will show proper care and handling of computer hardware, software, disks, and support materials.

11.2 INSTRUCTIONAL MATERIALS USED:

- Computers and available software programs in electronic publishing
- Visual aids
- Supplementary materials

11.3 TEACHER ACTIVITIES:

- Demonstrate and model proper care and use of computer hardware and software programs.
- Conduct workshops on the use of various computer programs
- Teach, when the need arises, advanced levels of electronic publishing

INSTRUCTIONAL MATERIALS:

TEXTBOOK

Associated Press. *Associated Press Handbook*

California State Department of Education. *Keeping it Legal: a Handbook of California Student Press Law*

English and Hatch. *Scholastic Journalism*

Strunk and White. *Elements of Style*

SUPPLEMENTARY MATERIALS

Roget's International Thesaurus

Webster's Collegiate Dictionary

CORE WORKS/EXTENDED READINGS

CORE WORKS/EXTENDED READINGS represent teacher selected titles and resources that will best serve the journalism student.

AUDIO-VISUAL MATERIALS

- Films, filmstrips, and videocassettes from the District library
- School-based materials that have been approved as outlined by the District's evaluation process