



**TAMALPAIS UNION HIGH
SCHOOL DISTRICT**

Journalism and Media Studies (JAM 1-2)

Title of Course: Journalism and Media 1-2	
Course Author(s): Erin Schneider	Schools where the course will be taught: Redwood HS
Length of Course: 1 year	Subject Area and Discipline: Non-Dept.
Grade Levels: 9-12	Is this course an integrated course? no
Is this course being submitted for possible UC honors designation? No	Are you seeking UC approval? If so, in what area <u>(A-G)</u> ? UC "G" elective
Prerequisites (required or recommended): No	Co-requisites (required or recommended): No
If there are prerequisites for the course, please include a justification as to why they are in place: n/a	
Check all that apply: <input checked="" type="checkbox"/> UC A-G course "g" <input type="checkbox"/> Graduation Requirement (specify the requirement this course meets) <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Honors/AP <input checked="" type="checkbox"/> CTE	

Introduction to the Course

Course Overview: Journalism and Media Studies 1-2 (JAM 1-2) is a Career Technical Education introduction course where students learn and practice the fundamentals, law, and ethics of journalism and multimedia, sharing the common thread of storytelling.

Curriculum ranges from the historical to current iterations of journalism and media production, with analysis of newspaper, website publication, magazine print, podcasting, photo, film and social media content. Purpose, bias, ethics, law, industry/career and context are lenses we apply.

Processes include learning about AP style, journalism ethics and law; students will practice their newfound knowledge by generating story ideas, researching, interviewing, note-taking, writing, producing, editing, and publishing stories. There are photojournalism and design components, where students practice photography using DSLR cameras, photo editing and page layout with Adobe software. There is also an audio-video production component. Students have the opportunity to pair

with older student mentors and take over the Redwood Bark for a “Cub Edition” during the second semester, where they choose their storytelling format and topic and opt in or out of leadership components such as section editors, business managers, survey managers, copy editors, etc.... All student work is open to consideration for publication through The Bark online and/or in print.

Diversity and Representation:

JAM courses integrate various elements that assure an inclusive, affirming environment while connecting to broader aspects of diversity, representation, and real-world relevance. Here’s how the course addresses these aspects:

1. Assures an inclusive course:
 - The curriculum is designed to be inclusive by actively engaging students from diverse backgrounds in creating content that reflects their experiences and viewpoints. This is done starting at story planning, a process that encourages students to explore and represent diverse cultures, identities, and perspectives.
 - Feedback and discussion sessions are structured to be respectful and constructive, promoting an environment where all students feel valued and supported in expressing their views.
2. Allows for a variety of perspectives:
 - Students are encouraged to conduct interviews and research on a broad range of subjects, including underrepresented communities and topics. This not only helps bring multiple perspectives into classroom discussions but also to readers through publications.
 - The coverage audit assignment outlines gaps in coverage for certain demographics. (See semester 2)
3. Supports understanding of group identities:
 - Assignments often involve seeking out stories that explore and explain different group identities, such as cultural, racial, gender, or socioeconomic backgrounds. Hearing these stories from first-hand sources helps students develop a deeper understanding of the complexities and nuances of various identities.
4. Values collectivism:
 - The course emphasizes collaborative projects where students work together in teams to produce media pieces. This fosters a sense of community and purpose, as students must rely on and support each other to succeed.
5. Evolves with current trends:
 - Curriculum content is continuously updated to reflect current events and trends in media, ensuring that the material is relevant to today’s societal context. This helps students see the direct connection between their learning and the world around them. The classroom serves as a space to process disturbing, exciting or breaking news events.
6. Offers relevant activities:
 - Projects and assignments are often centered around issues that directly affect students’ communities or are of interest to their generation. This approach helps to ensure that the learning is not only academic but also personally significant.
7. Addresses current issues:
 - Students engage with current issues through media analysis, reporting, and content creation. This includes examining how different media outlets cover the same events

or topics, which builds critical thinking and media literacy skills. Students also build on these news pegs to craft relevant pieces with a Redwood angle.

8. Connects teaching and the student:

- Adviser(s) draw connections between the content taught and the students' personal experiences. This personalized approach helps to deepen students' engagement and understanding of the material.

9. Links college and career readiness and the grad profile:

- The course prepares students for both higher education and careers in journalism and related fields by developing essential skills such as critical thinking, communication, and ethical reasoning. It also includes direct interactions with professionals and real-world media practices to enhance college and career readiness. Finally, it offers summer program opportunities (free and paid) for students who wish to continue to practice in their free time.

UC Approval:

UC's A-G subject requirements are met as students learn media literacy skills, gaining: awareness of the text's audience, purpose, and argument; analyze nonfiction texts; engage in writing exercises that require responding to varying demands of audience, purpose, genre, and discipline through a recursive process that may involve gathering evidence and evaluating its validity; become active, discerning listeners who make critical distinctions between key points and examples, develop their ability to convey their ideas clearly, and listen and respond to divergent views.

Semester 1: Journalism Ethics & Foundations

In this foundational unit, students delve into the core principles of journalism and media production, focusing on the importance of ethical reporting and the impact of media on society. They learn to critically evaluate the role of journalism in shaping public opinion and begin to apply these insights to real-world scenarios by analyzing current events and historical case studies. Assignments are designed to foster critical thinking and enhance students' understanding of journalistic integrity and responsibility.

Outcomes: Students will engage in a progression of skills including research, interviewing techniques, and writing for the news. They will practice these skills through hands-on projects such as writing articles for The Bark, creating podcasts for StoryCorps, and copy-editing each others' work. These projects not only build technical proficiency but also encourage students to consider the ethical dimensions of journalism.

Real-world connections are emphasized through the examination of case studies and interactions with upper-division JAM 3-4 students as their mentors. They will be connected to journalists and visual artists from the real world, as a professional speaker will visit 3x this semester. These visits and discussions help students understand the practical implications of their studies and prepare them for future roles in various media fields.

[CTE Pathway and Anchor standards outlined here.](#)

2 Sample Assignments:

1. In the [StoryCorps Interview Project](#), students conduct an in-depth interview with an elder, capturing valuable historical narratives and personal insights. This project is designed to hone students' interviewing and listening skills, critical components of journalism, aligning with the A-G subject requirements by emphasizing communication proficiency and ethical information gathering.

The final product of this assignment is a polished audio recording and a reflective essay. The audio recording is submitted to the StoryCorps Archive, housed in the Library of Congress, contributing to the preservation of oral history and providing students a connection to national heritage. The process of previewing "[best of StoryCorps](#)" prior to their own work provides them with diverse stories and inspiration to tell their own family stories.

This project not only builds journalistic and academic skills but also fosters empathy and a deeper understanding of diverse life experiences, ensuring inclusivity. By engaging directly with community members or family members, students gain access to multiple perspectives, thereby enriching their learning experience and broadening their worldview. This approach underscores the relevance of journalism in preserving human stories and underscores the importance of diverse narratives in media.

2. News/ Sports assignment: this assignment is the first writing assignment that is scheduled in the JAM 1-2 year. The presentation to introduce the topic is run by the teacher and the JAM 5-6 news and sports editors. This is an example of [past presentations done in collaboration](#).

JAM 1-2 students story plan, interview, write, edit and publish their chosen story for a grade. The top stories, as they rank on the rubric and in timeliness, are selected by JAM 5-6 editors and published on the website.

Sample Assessment:

[StoryCorps rubric](#)

[Sports/ News rubric](#)

Semester 1 Standards:

CTE Anchor Standards

1.3 Explore different types of leads and news story structure's impact on reader understanding and communication

1.4 Apply principles of art, design, and composition to page design for print (i.e., contrast, movement, color theory, scale, visual hierarchy, symmetry, anatomy, perspective, form, positive and negative space, etc.)¹

2.1 Understand how to effectively code-switch between interviewees/ professionals and students, (shy and confident interviewees as well,) communicate information-clearly communicating the rights of the interviewee to them and how the interview process will go along with the story angle, and clearly articulate ideas in different types of professional and educational environments.

2.4 Speak extemporaneously and professionally when interviewing and/or presenting creative work.

¹ AME is designed to expand on arts education and support career-readiness for students interested in pursuing careers in related fields (rather than replace arts courses.)

4.1 Practice internet safety, identify malicious activity (i.e., phishing, malware, etc.), discern, and avoid misinformation and keep personal information private.

4.2 Use standard business software to create documents and presentations, share files, and connect with collaborators and clients.

4.7 Explore applications, implications, and ethics of artificial intelligence (AI) and machine learning in creative industries. Use AI to generate story ideas; perform initial background research (to be fact-checked) and synonyms for headlines.

5.1 Use inductive and deductive reasoning to solve problems and make informed decisions when story planning and balancing multiple stories, interviewing and adapting an angle.

6.6 Build a workplace culture that mitigates discriminatory practices through regular adviser debriefing, editor meetings, meditation with peers after conflict.

7.3. Demonstrate independent initiative and work ethic through interviewing, writing, reporting and editing.

8.5 Understand how individual and collective biases influence decision-making.

9.3 Respond thoughtfully to diverse and/or divergent perspectives.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

DC.17.3 Write outlines, scripts, and interview questions to develop a program and prepare to interview guests about topics of interest.

CTE Pathway Standards

A1.6 Compare and analyze art work done using electronic media with those done with materials traditionally used in the visual arts.

B9.2 Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance.

C7.6 Demonstrate understanding of the distribution component of both live and media-based production including Web, print, radio, television, and communication-based options.

D7.7 Evaluate game journalism and professional reviews in terms of bias.

D9.1 Demonstrate personal and interpersonal skills appropriate for the workplace, such as responsibility, dependability, punctuality, positive attitude, initiative, respect for self and others, and professional dress.

See all standards for the full [JAM 1-6 program here](#).

Semester 2: Data Journalism and Multimedia Production

Students deepen their journalistic expertise by learning how to responsibly gather and interpret data, conduct surveys, and write compelling feature stories. They also expand their multimedia skills with an emphasis on multimedia storytelling and video production. This semester is designed to equip

students with the analytical skills necessary for data journalism, enhancing their ability to uncover and tell stories through responsibly found quantitative and qualitative data.

Outcomes: Students will learn the principles of data finding, including how to access public databases and conduct surveys with an emphasis on ethical considerations and accuracy. They will apply these skills to create the Cub edition of The Bark, mentored by students from JAM 3-4, plus a data-driven journalism project final that showcases their feature writing and video skills.

Real-world connections are emphasized through collaborations with local news organizations and reading Fast Food Nation, a data-driven account of food in America. This ensures students appreciate the relevance of their skills in professional settings and understand the impact of responsible reporting. By the end of the unit, students are not only adept at traditional journalism but are also proficient in using modern tools and methodologies to enhance their stories, preparing them for the next steps in the journalism progression: JAM 3-4

Students will create their professional (Journalist of the Year aligned) portfolio and their profile page on www.redwoodbark.org.

Sample Assignments:

1. This semester includes a collaborative project where students apply their learned skills to produce a "Cub Edition" of the Redwood Bark, thereby experiencing the challenges and rewards of real journalistic work. They serve in real newsroom positions, such as Sports Ed and EIC, to guide their peers in the process of writing, editing and publishing on a deadline.
2. The final assignment is showcased on finals day, where students produce a 1200+ word feature story, accompanied by a complementary video. This project combines narrative depth with visual storytelling, reflecting real-world media production standards. The project is posted on The Redwood Bark site over summer.

Unit 2 Standards:

CTE Anchor Standards:

2.2 Staffers are expected to learn, practice, and master industry language throughout the course.

3.2 Evaluate personal character traits such as trust, respect, and responsibility and understand the impact they can have on career success.

3.9 Develop a web-based professional portfolio that includes an artist or designer statement, highlights process, problem-solving skills, artistic and technical proficiencies and showcases exemplary work (i.e., social media handles, electronic press kit (EPK), work samples, reel, etc.)

4.3 Use Adobe InDesign for workflows and delivery of content to various platforms.

5.1 Use inductive and deductive reasoning to solve problems and make informed decisions when story planning and balancing multiple stories, interviewing and adapting an angle.

5.2 Analyze and interpret information received from various sources to assess bias and discern the credibility, quality, and value of information collected online and credibility.

5.5 Avoid fallacies of logic when presenting ideas through opinion pieces and avoiding bias when reporting

6.5 Examine individual and collective strategies for social and emotional care and stress management

7.2 Understand how to take direction from leaders, work collaboratively, and follow through with individual responsibilities as a team member.

9.1 Collaborate with a team to realize, refine, finalize, and launch a creative project. Students will work collaboratively on a news story, they will also work to provide feedback, leads, and edits to one another.

10.4 Collaborate with industry experts for specific technical knowledge and skills.

11.1 Demonstrate media literacy through critical inquiry, analysis, and reflection through reading local articles

15.8 Review content to identify and resolve problems, ensure seamless transitions, and maximize the audience's experience.

16.2 Understand roles and responsibilities for each member of a production or project team and related communications etiquette.

CTE Pathway Standards:

A2.4 Use visual metaphors in creating an artistic product.

A8.1 Understand the component steps and skills required to design, edit, and produce a production for audio, video, electronic, or printed presentation.

A8.2 Use technology to create a variety of audio, visual, written, and electronic products and presentations.

B2.6 Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive.

C7.4 Understand the role of audience and market research in promotional planning

See all standards for the full [IAM 1-6 program here](#).

Sample Assessment:

[Cub Edition grade sheet](#)

[Portfolio](#)

Recommended Texts and Resources:

San Quentin News

Motivos- bilingual magazine, student written

Fast Food Nation, Schlosser

All the President's Men, Woodward & Bernstein

Spotlight

In Cold Blood, Capote

New York Times

The SF Chronicle

The Atlantic

The Upshot

Nonfiction Academy Award-nominated short documentaries

Accountable, Slater

Board Approval Date: 1/14/2025

Updated:

UC "G" Approval Date: 2/13/25