



**TAMALPAIS UNION HIGH
SCHOOL DISTRICT**

Journalism and Media Studies 3-4 (JAM 3-4)

Title of Course: Journalism Arts & Media 3-4	
Course Author(s): Erin Schneider	Schools where the course will be taught: Redwood
Length of Course: 1 year	Subject Area and Discipline: Non-Dept.
Grade Levels: 10-12	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 (A-G) ? UC "G" Elective
Prerequisites (required or recommended): Yes, JAM 1-2	Co-requisites (required or recommended): Yes, JAM 3-4 and JAM 5-6 co-exist in classes to diversify the program and allow for leadership.
If there are prerequisites for the course, please include a justification as to why they are in place: Journalism ethics and AP style writing are taught in first year, along with other fundamentals of responsible reporting.	
Check all that apply: <input checked="" type="checkbox"/> UC A-G course <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

Journalism and Media Studies 3-4 (JAM 3-4) is a CTE concentrator course that builds atop JAM 1-2. This course is unique in that students are continually creating content and working towards publication through the student news organization, *The Redwood Bark*, *Tam News* or *the Archie Pitch*.

Students continue to solidify foundations in journalism and media studies with consideration on a more granular level. Focal points include the following: fine-tuning writing, longer form feature writing, documentation through photography, audio & video, production processes, particulars of the Associated Press resources, case studies of local, national and international media, and ways to

develop and promote engaging student publications. The lenses of purpose, bias, ethics, law and context continue from JAM 1-2.

All coursework, discussion and content publication is introduced and facilitated by the adviser alongside management and mentorship from student leaders enrolled in JAM 3-4.

All student work is open to consideration for publication through The Bark online, while examples are shown of JAM 5-6's stories published with community partnerships such as The Marin IJ, PBS Student Reporting Labs, Redwood TV & Marin Living Magazine.

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 fulfilled in this course as students refine their media literacy skills through rigorous engagement with both data journalism and advanced media production while adding a leadership competent of teaching others. They learn to identify the purpose, audience, and underlying arguments in diverse media formats, crucial for creating impactful journalistic content. Additionally, they are composing sustained arguments based on detailed textual analysis: pre-writing, drafting, revising; expressing complex and interrelated ideas with clarity and a mature, sophisticated style; showcase work in a variety of technological platforms.

Semester 1

Summary:

The semester is characterized by an intensive focus on creating, refining, and publishing content across multiple platforms. Students engage in advanced writing exercises, enhance their documentation skills through photography and video, and master audio production techniques, all aimed at producing high-quality journalistic content.

Key areas of study include a detailed exploration of the Associated Press style and resources, enabling students to align their work with professional journalism standards. Through the examination of case studies spanning local, national, and international media, students analyze and apply lessons from real-world media operations to their projects. This helps them understand the dynamics of media influence and the importance of thoughtful media consumption and production.

Students also undertake projects that involve developing and promoting engaging student

publications, learning the ropes of media management and editorial leadership under the guidance of an adviser and mentorship from peers in JAM 3. The hands-on approach ensures that students not only learn theoretical aspects of journalism but also apply these concepts in practical settings.

Finally, students step into leadership positions, outside of EICs and Head Copy, to practice communication, organization and leadership skills. Each student is paired with a “Cubie” from JAM 1-2 to mentor as the JAM 1 students begin their journalism journey, specifically in their first story planning and writing endeavors.

Outcomes: The outcome is the publication of students’ work through The Bark, both online and in print, complete with multimedia storytelling techniques shared on social media.

Students receive real-world experience and valuable insights into the professional world of media and journalism, setting a robust foundation for the rest of their coursework and future careers in the field.

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

**Semester 1 Standards:
CTE Anchor Standards**

1.0 Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment.

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

2.5 Examine the importance of establishing a professional social media presence for the purpose of career-related networking.

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.

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.

¹ Course 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.)

4.7 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 artwork 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](#).

Sample Assignments:

[Story planning assignments](#) x 5 in sheet

[Snapshot assignments](#)

[Survey assignments](#), (student created slideshow)

[Cycle Assignments](#)

Students choose a relevant, locally connected topic and produce an original news article for the school publication. The assignment develops research, writing, and revision skills through source interviews, deadline-driven drafting, and peer/editorial feedback. This assignment supports standards through expository writing, argumentation, critical thinking, and real-world communication.

Sample Assessments:

[Matrix of rubrics by position or story](#)- 7+ cycles per school year use this matrix of rubrics for

assessment
[Snapshot feedback](#)

Semester 2

Summary:

The semester is characterized by a focus on longer form storytelling and rounding out the types of stories told by each student journalist. With the audit assignment, each student is asked to reflect on their first semester and include missing voices in semester 2. Students' SMART goals are created and shared with the adviser at the beginning of the semester, as a January tradition, and they are revisited every marking period.

Leadership positions (outside of EICs and Head Copy Eds) shift at the semester, granting opportunities for growth and leadership to a new group of students.

As in semester 1, students continue to undertake projects that involve developing and promoting engaging student publications, learning the ropes of media management and editorial leadership under the guidance of an adviser and mentorship from peers in JAM 3. The hands-on approach ensures that students not only learn theoretical aspects of journalism but also apply these concepts in practical settings.

Outcomes: The outcome is the publication of students' work through The Bark, both online and in print, complete with multimedia storytelling techniques shared on social media.

Students interact with Avenue of Giants attendees and Bark alumni who advise and inspire them in their work.

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

Semester 2 Standards:

CTE Anchor Standards

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

2.5 Examine the importance of establishing a professional social media presence for the purpose of career-related networking.

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.)²

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.

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

Sample Assignments:

[Collective class feature \(Gun control example\)](#)

[Themed edition:](#) Sex Edition; Election Edition; Environment Edition, etc...

Sample Unit Assessment:

[Matrix of rubrics by story](#)

[Portfolio](#)

Recommended Texts and Resources:

The New York Times

The SF Chronicle

The Marin Independent Journal

The Atlantic

San Quentin News

Motivos- bilingual magazine, student written

TUHSD student publications: The Pitch, Tam News

League of Denial

The Upshot

Nonfiction Academy Award-nominated short documentaries

TUHSD Board Minutes

CA Healthy Kids data

Pew Research

GlobalIssues.org

Board Approval Date: 1/14/2025

Updated:

UC (a,b,c,d,e,f) Approval Date: 3/27/25