



*Fairfield Ludlowe High School - Fairfield Warde High School*  
**ADVANCED JOURNALISM**

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Insert Teacher Name

Insert Room Number

Insert Full Year/Semester

Insert Period

Insert Email Address

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## COURSE DESCRIPTION

Advanced Journalism is a semester English elective that follows Introduction to Journalism. This course enables the student to build upon important skills that were taught in Introduction to Journalism and immerses the student in various journalistic writing assignments. In addition, students will continue to consider and discuss ethics in journalism and the persistent problem of “fake news.” Students will read the news and learn how to differentiate between hard and soft news stories. Students will revisit how to write leads for hard news and write hard news stories. Using prior knowledge from the introduction to soft news and feature stories, students will experiment with writing multiple types of feature stories including profile stories, consumer reviews, sports stories, investigative articles, and editorials. Students will spend significant time preparing for and conducting interviews with various sources and building their interpersonal speaking and listening skills. The course ends with a multimedia unit in which students explore multimodal formats for presenting feature stories. Students will gain an understanding of how to create a multimedia feature story from start to finish, including videos, short films, photojournalism stories, blogs, and/or podcasts. All language standards will be addressed through students’ authentic writing as they create pieces that could also be considered for inclusion in the portfolio. Publishing of articles in the digital newspaper is a required part of this course.

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## COURSE OBJECTIVES

Students will:

- differentiate between a hard and soft news story
- understand how headlines can guide a reader’s opinion of a story
- identify the use of bias, slant, and spin in headlines
- discuss the challenges of integrating texts, images, audio, and video in multimedia stories
- experiment with using interactive information and data visualization to more effectively convey information

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## UNITS OF STUDY

- The Portfolio
- Unit 1: Hard and Soft News: What is the Difference?
- Unit 2: Writing Hard News Stories
- Unit 3: Writing Feature Stories
- Unit 4: Multimedia Stories

## COURSE POLICIES AND REQUIREMENTS

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### GRADING

#### Cumulative/ In- Progress Grading

- 10% of the grade will be based on formative assessments, homework completion, or behavior (see FPS BOE [Policy 6154.1AR](#))
- 90% will be based on assessments

#### End of Course Grade

- 80% of the overall course grade will reflect the student's mastery of course content and skills during the school year through the Cumulative/In-Progress Grade.
- 20% of the Semester course grade will be based on the Final Assessment.

In addition, please see [Policy 6146.1AR](#) for additional information on grade reporting and late work.

### MATERIALS

Insert Course Materials Here (ie. Textbook, Binder, Calculator, Highlighters)

### EXPECTATIONS OF STUDENTS

#### [FPS District Guidelines for use of A.I.](#)

Insert Course Expectations Here (including those for the use of AI in your class. See the AI guidelines for consistent language)

## WRITING CONFERENCES

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**Writing conferences are meetings between an English teacher and student outside of class to discuss the student's work.** They are an integral part of the Fairfield Public Schools' high school English program. Each student is required to participate in at least one writing conference per semester and at least three throughout the year.

### **When should students schedule conferences?**

Writing conferences can occur during any stage of the writing process: generating ideas, gathering evidence, drafting, editing, revising, and reflecting. A student might use a writing conference to deepen understanding and hone skills, including conceptual understanding, logical thinking, organization, development of ideas, integration of support and detail, grammar, and/or mechanics. For some assignments, teachers might require students to schedule conferences. **For the first conference of the semester, I am happy to work with you on your ideas or drafts of College Application essays.**

### **How do students schedule conferences?**

Sign up for Writing Conferences using the “Writing Conference” App on Classlink.

**Can students schedule conferences to discuss reading assignments?**

Yes. Developing and deepening an understanding of course content are inextricably connected to writing assignments.

**Are students limited to three writing conferences each school year?**

No. Students may schedule more than three writing conferences as long as teachers have room in their schedules and the opportunity to meet with all of their students.

**Are writing conferences a part of English elective courses?**

Yes. Students in English electives are expected to participate in writing conferences.