

William A. Shine—Great Neck South High School

Course Expectation Sheet

ENGLISH DEPARTMENT

COURSE: JOURNALISM

(Revised 10/25)

COURSE DESCRIPTION

Journalism introduces students to the fundamentals of news writing, reporting, and media literacy through authentic, hands-on practice. Students learn how to research, interview, and craft articles across a variety of genres—including news, profiles, features, opinions, reviews, and sports—while developing a strong understanding of journalistic ethics and style. Emphasis is placed on the writing process, with opportunities for drafting, peer review, and revision before publication. Readings from *Scholastic Journalism* and professional mentor texts help students analyze effective reporting, language, and structure. The course fosters curiosity, collaboration, and clear communication, preparing students to write responsibly and confidently for real audiences.

TEXTS

As a writing- and production-based course, Journalism focuses on analyzing and creating journalistic texts rather than studying traditional literature. Core readings include chapters from the textbook *Scholastic Journalism*, which introduces students to the foundations of reporting, media law and ethics, interviewing, and writing for publication. Students also read a variety of mentor articles across multiple genres—including news, features, profiles, opinion pieces, reviews, and sports writing—to study structure, tone, and purpose. Additional readings are drawn from professional and student publications such as *The New York Times*, *The Atlantic*, *NPR*, and *The Southerner*, as well as short resources on media design, editing, and responsible journalistic practice.

ASSESSMENTS

Assessment in *Journalism* focuses on authentic writing, reading, and critical thinking skills that reflect real-world reporting and editorial processes. Each quarter, students draft, revise, and finalize one or more full-length articles through a workshop model that includes idea development, interviewing, research, peer feedback, and revision. In addition to their own writing, students read assigned chapters from *Scholastic Journalism* and take structured notes to build background knowledge in journalistic ethics, style, and practice. Smaller assignments—such as notebook writing, headline practice, and article analysis—support these larger goals and are evaluated for completion, effort, and growth. Students have the opportunity to revise each major article once after receiving feedback before the grade is finalized. Final articles are graded for clarity, organization, accuracy, and adherence to journalistic conventions. Reflection, timeliness, and collaboration are key components of each student’s overall evaluation.

WRITING CONFERENCES

Writing conferences provide students with the opportunity to discuss and improve their writing. Each student is expected to schedule appointments at a time that is mutually convenient for both student and teacher. Students may not absent themselves from another class in order to attend a writing conference.

ATTENDANCE

According to the school's attendance policy, excessive absences will result in parental notification, a negative impact on the course grade, and in some cases will result in a loss of course credit.

ACADEMIC INTEGRITY

Plagiarism involves passing off someone's work (including another student's work, an online source, or AI-generated writing) as one's own. When students submit work that is not their own, they will receive no credit for that work and will have no opportunity to make up that work. Students who willingly share their work with others are also subject to penalty.