

English Department

Journalism (EN372), Honors Journalism (EN372H), Advanced Journalism (EN385), Honors Advanced Journalism (EN385H)**Course Descriptions from Course Planning Guide:**

Journalism / Honors Journalism (EN372 / EN372H): This course teaches practical writing for publication. The focus of the course is on nonfiction writing for print and digital publication. Students will learn how to report objectively, conduct interviews, compose podcasts, and more. Different genres of writing will be covered, such as commentary, reviews, humor writing, interviews, sports writing, and more. The course will also cover writing and producing podcasts. The students will work with the teacher to publish material in the Argo Maroon Newspaper.

Advanced Journalism / Honors Advanced Journalism (EN385 / EN385H): This course teaches practical writing for publication. The focus of the course is nonfiction writing for print and digital publication. This course looks at leadership roles in the news story process. This course looks at story development, story assignment, fact checking, editing, and more. This course offers continued study of careers in journalism.

All four courses earn elective credit and do not fulfill an English graduation requirement.

Course Overview:

Unit Name	Essential Questions	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
Vocab, Law, and Ethics	- Why is news important? - How do journalists make their writing newsworthy? - How do journalists structure their pieces? - What is AP Style? How does it differ from NYTimes Style?	- Compose responses to articles that support a claim with textual evidence. - Identify and label journalistic vocabulary. - Conduct small-group discussion that builds on others' ideas rather than restating them. - Annotate texts for craft, structure, and rhetorical choices. - Evaluate newsworthiness using established news values. - Apply AP Style conventions in drafting and editing. - Identify core press freedoms and their basic limits: First Amendment protections, libel, and privacy. - Attribute and license source material — images, audio,	- Advanced/Honors Advanced: Who am I? - Who Are You – Journalism and Honors Journalism - High School Journalism Matters - Advanced/Honors Advanced: Newsworthiness presentation and student-led discussion - What is Newsworthiness? - TXBK: What is AP Style? - Student Contributor Bio - Journalism 1: Unit 1 Quiz - Advanced: Intro Quiz	High School Journalism Matters	3 weeks

Unit Name	Essential Questions	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
		and text — in compliance with copyright and fair use. • Weigh ethical obligations to sources, including consent, anonymity, on- and off-the-record, etc.			
Just The Facts	• How do I conduct an interview? • What does it mean to be objective? • What is the inverted pyramid/LQTQ? • How does a reporter earn access to a story — and to the people in it? • What does a reader need in the first sentence, and what can wait? • Why do news stories follow the same shape, and what does that shape ask of a writer? • What protections does the First Amendment give a student journalist, and where do they stop? • Who owns a photo, a recording, a quote — and what does using it obligate me to do?	• Distinguish open-ended from closed-ended questions and choose between them. • Interview a source, following up on unanticipated answers. • Apply the 5 W's + H to determine what a story must establish. • Draft leads that deliver the angle. • Analyze hard news models for structure, tone, and sourcing. • Evaluate headlines for accuracy, concision, and reader appeal. • Compose professional emails that secure interviews and information. • Conduct background research to prepare for reporting. • Pitch story ideas with a defensible angle and a source plan. • Identify core press freedoms and their basic limits: First Amendment protections, libel, and privacy. • Attribute and license source material — images, audio, and text — in compliance with copyright and fair use.	• Finding My Beat • Lecture Notes – Law • Questions – Initial Interview • TXBK – Headline Writing • Lecture Notes – Interviewing • TXBK – Objectivity • Hard News Model 1 • Hard News Model 2 • Hard News Model 3 • Get Up, Stand Up, Stand Out • Beyond Yes or No • Topic • Angle & Potential Sources • Questions and Research • Contact Your Interviewees • Write a lead • Interview Transcription • Hard News Article • Meeting with Editors (all levels): returning/Advanced editors lead peer reflection on reporting and support story development, editing, and fact checking. Editors use discussion	• Lane Celebrates Second Annual Arab American Heritage Month During April • LQTQ – Handout • Staff mental health declines, support offered • Early goals lead Boys Soccer to 2-0 win over Evanston for first regional title since 2016	3 weeks

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		Weigh ethical obligations to sources, including consent, anonymity, on- and off-the-record, etc.	insights for an editor report.		
Profiles	- What makes a person worth writing about? - How do you learn enough about someone in one interview to write about them? - Which details bring a person to life on the page? - Why should a profile include voices besides the subject's? - What is fair to include, and what should stay out?	- Select a profile subject and identify what makes them worth writing about. - Prepare and conduct an interview that gets past surface answers. - Gather secondary sources — people who know the subject (Advanced and Honors Advanced). - Select the details, scenes, and quotes that reveal character rather than just describe it. - Draft a profile that lets the reader form their own impression of the subject.	- Jigsaw: Profiles (Journalism and Honors Journalism) - Journalism 2 – Annotation (Advanced and Honors Advanced) - Moves of an article #2 (Advanced and Honors Advanced) - Brainstorm an Interviewee - Contact Your Interviewee - TXBK: Edit and Condense (Journalism and Honors Journalism) - Profile Transcription - Profile	- Profile Contest (Journalism and Honors Journalism) - Told He Had Six Months to Live, He Opened an Art Exhibit (Journalism and Honors Journalism) ‘Meet “Supergirl,” the World’s Strongest Teenager’ (Advanced and Honors Advanced) - From Field Labor to an Engineering Major (Journalism and Honors Journalism) - Fighting Against the Wind (Journalism and Honors Journalism) - Edit and Shape Your Material Into a Q. and A. Profile (Journalism and	3 weeks

Unit Name	Essential Questions	Enduring Understanding / Skills	Common Assessments	READINGS/MEDIA	Length
				Honors Journalism)	
Podcasting	- What are the artistic and technical details of creating podcasts? - What are the elements of storytelling? - What can a listener hear that a reader can't? - Whose voice carries the story — mine, or my sources'? - How do I keep a listener who can't skim, scan, or reread?	- Understand the artistic and technical details of creating podcasts - Listen to mentor texts and identify “podcasting moves” - Using prompts to brainstorm topic possibilities - Plan and record an audio story, choosing sources and sound that make the story work for a listener rather than a reader. - Edit and structure a podcast episode that holds attention and represents sources fairly.	- Model 1: Long Form - Model 2: Informational - Model 3: Conversational - TXBK: Mentor Advice - Podcast – Topic Brainstorm - Podcast Format - Research the Subject - Create a Storyboard or Outline - Write a Script - Podcast	“How My 90-year-old Neighbor, a Holocaust Survivor, Sees America Today” by Lila Shroff “Learning to Be Human (When A.I. Gets Smart)” by Annabelle Wang “Innocence, Interrupted: How Sephora Kids Are Redefining the Beauty Market” by Tara Khurana, and Ayushi Wadhwa “Monsters of the Pacific Northwest” by William Schluep “Why Study Math?” by Eason Deng “Black Ink” by Kaela Wilkinson and Jalen Lewis	3 weeks
Humor Writing	- What is satire trying to accomplish that a regular news story can't? - How does imitating the form of news make a joke land? - When does satire clarify the truth, and when does it just spread confusion? - What has to be obvious about a piece of satire to keep a reader — or a court — from mistaking it for a factual claim?	- Identify a target worth satirizing and the point the satire is making about it. - Imitate the conventions of news writing — headline, lead, quotes, attribution — to set up the joke. - Draft satire that signals itself clearly enough that no reasonable reader would take it as fact.	- Humor Notes - Topic - Humor Model 1.1-1.2 - Humor Model 2 - Interviewee and Quotes - Humor Article	- Metal water bottles cause destruction - Student wins car at assembly, asks for check instead	3 weeks

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		- Distinguish protected opinion and parody from statements that could be read as factual claims about a real person. - Evaluate whether a piece of satire “punches up” at an idea or an institution rather than at a vulnerable person.			
Beat Article(s)	- What makes a story worth telling? - How does a journalist earn a reader's trust? - Who has the right to speak on this, and who is usually left out? - Where is the line between telling a story well and shaping it unfairly? - Which part of my transcript(s) should make it into my article? - When should a source speak, and when should I paraphrase?	- Narrow a beat into a reportable story with a defensible angle and a justified source list. - Prepare for reporting by researching background and writing open-ended questions. - Conduct and transcribe an interview, following up on unanticipated answers. - Select from transcript and research material, choosing quotation, paraphrase, or summary deliberately. - Draft an article with a lede that delivers its angle and a structure that sustains attention. - Revise for accuracy, attribution, concision, and neutrality of voice.	- Beat Article(s) Schedule Proposal (ALL LEVELS) - Topic – Article #2 (ALL LEVELS) - Angle & Sources – Article #2 (ALL LEVELS) - Questions and Research #2 (ALL LEVELS) - Interview Transcription #2 (ALL LEVELS) - Hard News Article #2 (ALL LEVELS) - Topic – Article #3 (Honors and Honors Advanced) - Angle & Sources – Article #3 (Honors and Honors Advanced) - Questions and Research #3 (Honors and	N/A	3+ weeks

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			Honors Advanced) • Interview Transcription #3 (Honors and Honors Advanced) • Hard News Article #3 (Honors and Honors Advanced)		

Major Course Skills:

Critical Thinking	Textual Analysis	Claim / Evidence	Reading
Writing	Interviewing	Analyzing	Synthesizing
Researching	Inquiry and Question formation	Podcasting	Annotation
Response	Imitation		

Grade Weights

Category	Types of assignments	Weight
Summative	Major articles and projects.	70%
Formative	Drafts, peer reviews, sentence work, reading, etc.	30%

State of Illinois Applicable Law

STATE LAW / APPLICABILITY	RELATED UNIT	RELATED CONTENT / SKILLS	DOCUMENTED ACTIVITIES
Speech Rights of Student Journalists Act (105 ILCS 80). Establishes student journalists' rights and limits for qualifying school-sponsored media, including student newspapers.	Vocab, Law, and Ethics; Just The Facts	Student press freedoms and responsibilities; First Amendment protections and limits; libel, privacy, responsible sourcing and accurate reporting. The Act addresses student editorial authority and statutory exceptions.	Lecture Notes – Law; hard news reporting/article work; Meeting with Editors (Advanced/returning students: story development, editing, fact checking).