Course Syllabus for Journalism 1

Throughout modern history, people have depended on the mass media to spread the word about events and people of interest to the general public. Journalism I introduces students to the exciting world of print, online and broadcast media. Law, ethics and the history of journalism with complement the major units of study: reporting, writing, editing, photography, advertising, design, management and teamwork.

In addition, students will have the opportunity to use state-of-the-art computer-aided publishing tools and other hands-on production tools as well as modern photo techniques. The course may provide students insights in college and career choices. Some out-of-class time will be required.

Overall Course Goals

1. To teach the student skills necessary in communicating in the print or broadcast media today with an emphasis on writing, but including interviewing, reporting, reacting and synthesizing.
2. To help the student to become an intelligent consumer of the mass media.
3. To give the student the opportunity to discover and explore the various forms of writing utilized in journalism.
4. To provide the student with opportunities to critique his/her own writing, the writing of others and to have his/her writing evaluated by a teacher.
5. To help the student understand and accept the legal, moral and ethical responsibilities inherent in a free press.
6. To help the student learn the copy rules and tools necessary for preparation of copy for newspapers, radio, television and magazines.
7. To help the student to develop responsibility in meeting deadlines.
8. To teach the student the necessity of research and add validity, emphasis and depth to writing.
9. To teach the practical aspects of producing a school publication, including financial and advertising challenges.
10. To help the student develop the verbal, written, personal and social skills needed to publish a school publication.
11. To teach the student how to present his writing in an attractive, inviting manner – including headlines, graphics and photography.
12. To give the student an outlet for creativity not found in other classrooms.
13. To awake in the student an awareness of the world around him/her, both social and political.
14. To stimulate an interest in journalism as a career.
Course Outline

Journalism history

News Writing Basics
- Inverted pyramid
- Lead, quote, transition
- Editing, AP Style rules
- Elements of news, news values
- Fact vs. opinion
- Lead writing: Summary leads, grammatical leads
- Interviewing: Gathering quotes, using quotes
- Broadcast journalism
- Writing for your audience

Headlines
- Types
- Style rules

Advertising
- Principals of design
- Types
- Appeals vs. Propaganda
- Selling ads, pricing

Editing photos
- Composition
- Caption writing
- Cropping

Typography
- Type styles
- Type use, Measurement
- Lines, Info graphics, Color

Feature writing
- Feature leads
- Brainstorming topics
- Questioning strategies
- Styles:
  - Hourglass
  - Nut graph
  - The Frame
- In-depth reporting
- Creating sidebars

Sports writing
- News stories
- Feature stories

Editorial writing
- Types
- Format

Obituary writing

Column writing

Review writing

Law and ethics
- The Constitution
- Libel/slander
- Code of ethics
- Hazelwood, other significant cases
- Policy statement

Staff organization and management
- Role of the staff member, editors
- Staff motivation

Supplies Needed

All students are expected to furnish his/her supplies for this course. A student’s grade will be negatively impacted if he/she does not have supplies when needed. Because of the nature of this course, students will receive a grade based on their readiness for class. I require:

- Pen/pencil
- Paper
- Three ring binder in which to keep work, notes and handouts
- A flash drive on which to keep work
- A digital micro recorder
- AP Manual of Style
Expectations

1. Students should come to class ready to begin working each day.
2. Deadlines are an important part of producing publications. Therefore, journalism students should think of assignment due dates as deadlines. If a student needs an extension of time, he/she must request it from me in advance of the stated deadline. Extensions will be granted at my discretion.
3. Because this is a project based class, students are expected to use their class time wisely in order to complete their projects on time. I am available to answer questions and provide help to those students who are actively working on their assignments.
4. Students should challenge themselves creatively and expand their talents to other areas.

Teacher Responsibilities

I will treat all students with the utmost respect, not only as individuals, but also as important creative thinkers. My responsibility is to guide you in your journey towards news gathering and communication – and to ensure you grow as a prospective journalist, a member of this community and as an individual.

Classroom Rules

1. Respect yourself, your fellow students and your teacher. Provide others the same amount of respect you want others to provide you.
2. Plagiarism is not tolerated. Stealing someone else’s work and putting your name on it will result in a loss of that grade AND additional disciplinary action.
3. All assignments are to be completed and on my desk by the time indicated. We are journalists and have to work within strict deadlines.
4. You are expected to be in your seat and prepared for the day’s lesson before the bell rings. Bellringers are graded daily work and are timed.
5. You are responsible for having all books, paper and other school supplies needed for this class.
6. All writing assignments are to be completed using proper grammar, syntax and punctuation in the AP style. No slang, shorthand, code, “text” language or obscenities will be accepted.
7. Hate speech of any sort will not be tolerated.
Grading Rubric

This is a course with a lot of writing assignments. Here is how I will grade those assignments:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>The accurate description of the assigned subject or event.</td>
<td>Providing an inaccurate description of the assigned subject or event or making-up “facts” or not citing your sources.</td>
<td>Some inaccuracies in the description of the assigned subject or event with none taking away from or changing the tone of the story and all sources cited</td>
<td>Very few or no inaccuracies inside the description of the assigned subject or event and all sources cited</td>
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<tr>
<td>The use of proper language, jargon and tone to reach the target audience</td>
<td>Use of language, jargon or tone that is inappropriate to the target audience or the use of any obscenity in the writing</td>
<td>Some inappropriate uses of language, jargon or tone with none of those taking away from or changing the tone of the story and no obscenities present</td>
<td>Very few or no inappropriate uses of language, jargon or tone for the target audience and no obscenities present</td>
</tr>
<tr>
<td>The proper use of grammar, punctuation and spelling in the writing activity</td>
<td>Poor use of grammar and punctuation and/or multiple spelling errors</td>
<td>Some syntax errors with none of the errors taking away from or changing the tone of the story</td>
<td>Very few or no grammar, punctuation or spelling errors</td>
</tr>
</tbody>
</table>
I, _____________________________________ (print name please) have read ALL of the Journalism 1 syllabus. I agree to follow these expectations WITHOUT exception. I COMPLETELY understand the serious repercussions of missing deadlines.

__________________________    ________________________
Student signature      Parent signature