

Journalism

Course number: ENG 359

Teacher: Sarah Blosch

Course Description:

Journalism is designed for strong writers who are interested in writing for publications. Student journalists will be expected to enterprise original story ideas and will write news, feature, editorial, and sports stories. The journalistic techniques of editing, interviewing, layout, design, and research will also be covered. Students will learn about press law and ethics and will be expected to adhere to these standards. Because of the interviewing requirements, it is necessary that students are outgoing and confident in their interpersonal skills.

Alignment to the Iowa Core Curriculum: Instruction, learning, and assessment are built primarily on the 11-12th grade-band expectations of the Iowa Core Writing and Language Strands.

Iowa Core Standards:

Standard 2: Reading Strand—Information Text

Students will effectively comprehend, analyze, and evaluate a diverse range of print materials.

Standard 3: Writing

Students will routinely write to learn and to communicate for a range of tasks, purposes and audiences.

Standard 4: Speaking and Listening

Students will participate effectively in a range of structured conversations, collaborations, and presentations.

Standard 5: Language

Students will apply knowledge of the English language and its conventions when reading, writing, speaking, and listening.

Assessment:

Students will be assessed on the different types of journalistic writing produced in each unit, and will also be assessed through homework, quizzes, tests, and projects.

Course Content:

Unit 1: Journalism Ethics/Law Overview: Before we venture into writing, students must understand why they must NOT fabricate or plagiarize information in their stories. We will discuss libel, false light, invasion of privacy and press rights.

Unit 2: News Writing This unit includes exercising news judgment, research, and interviewing techniques. Students will learn the inverted pyramid style of news writing and become familiar with AP style. Major project: news story

Unit 3: Feature Writing This unit focuses on personality profiles, news-features, and human interest features. Major project: feature story.

Unit 4: Sports Writing Students will learn the difference between game stories, summary stories, and sports features. We will also discuss note-taking during games. Major project: sports feature.

Unit 5: Editorial/Opinion Writing Students will learn the components of editorials, columns, and reviews. Major projects: editorial and review writing.

Unit 6: Caption and Headline Writing Students will learn to write and format informative captions and headlines. Major project: Caption and headline writing.

Unit 7: Newspaper Layout and Design This unit introduces students to basic newspaper design principles. Major project: newspaper page design.

Unit 8: Yearbook Organization, Theme, Layout, and Design Students will become familiar with yearbook organization options, theme development, and layout and design rules. Major project: Students will create and develop an original yearbook theme, and showcase it on a variety of correctly designed yearbook pages.

Instructional Strategies:

Students will experience a variety of instructional strategies including direct instruction, active participation in both large and small group discussions, guided reading, examination and analysis of writing examples, projects, presentations, rubrics, and one-to-one teacher/student conferences to discuss student writing.

Resources:

Textbooks include *Inside Reporting* by Tim Harrower, *Scholastic Journalism* by various authors, and *The Radical Write* by Bobby Hawthorne. Articles written by professional journalists are incorporated into each unit, and we use the Dubuque Telegraph Herald.

Academic & Behavioral Expectations:

Late work and Assignment Guidelines: Journalists must meet deadlines. With that in mind, please be aware that I do not accept late homework. Larger writing assignments like news and feature articles are worth half credit on the day after they are due. After that, no credit is given. **Missing assignments hurt your grade.**

Extra Credit “Traditional” extra credit opportunities are not offered and are not needed when regularly assigned work is completed. However, if a student’s story is used in either the student newspaper or yearbook, that student will receive extra credit points.

Attendance: I will strictly follow the attendance policy set forth in the planner. Students should be in class and prepared to learn every day.

Class Absences/Make-up Work: Students who have been absent are responsible for checking Canvas to see what was missed and for requesting missed work upon return to class and completing it promptly. Students who miss one day have one day to make up missed work. Students who miss two days have two days to make up missed work. Students who are absent three or more days should see me to discuss due dates for missing assignments. All work for each unit must be made up by the end of that unit.

Plagiarism:

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student’s schoolwork, copying others’ work, copying from other sources or similar cheating is not tolerated. With the advent of the Internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by www.dictionary.com as: “a piece of writing that has been copied from someone else and is presented as being your own work; taking someone’s words or ideas as if they were your own.” Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.”

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student’s record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student’s assignment/artwork/project; note: BOTH parties are engaging in cheating
2. Using another person’s paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else’s
6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

***Freshmen:**

1st occurrence: 0% on plagiarized piece, possibility of revision for a better grade, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision, parent contact and referral to AP Office for possible disciplinary action

***Sophomores:**

1st occurrence: 0% on plagiarized piece, possibility of revision but with grade reduction, parent contact, referral to Assistant Principal for documentation; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

Juniors & Seniors:

1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

AP Classes:

1st occurrence 0% on piece without revision, parent contact, referral to Assistant Principal for possible disciplinary action

*Freshman & Sophomore students enrolled in Junior/Senior level courses will abide by the regulations and consequences set forth for that course. **Because Journalism is a Junior/Senior level course and students receive a composition credit for the class, Freshmen and Sophomores in Journalism will be held to the same standards as Juniors and Seniors in regard to plagiarism.**

Behavior and Responsibility: Our classroom must be a place conducive to learning. You are expected to be respectful of yourself, your classmates, and your teacher at all times. We will follow the school rules as outlined in the student planner. I will address behavior problems with students as they occur, calling parents when necessary. Continued behavior problems will result in putting the student on a behavior plan through the AP office. Attendance issues may also cause a student to be sent to the A.P.

Special requests:

- ◆ Be on time and then stay here. Please try to use the restroom and drinking fountain during passing time.
- ◆ You are welcome to bring water to class with you. However, please refrain from bringing other beverages or food to class.
- ◆ **No cell phones, I Pods, etc. may be used in class unless you are instructed to use them for an activity.**
- ◆

Grading Plan: Your grade will be comprised of homework, class participation, projects, graded discussion, quizzes, writing assignments, presentations, and a semester final exam. All components of the grade will be assigned a point value. The percentage of possible points you earn will determine your grade. I will follow the grading scale set forth in the student planner.

Communication Plan;

Email: sblosch@dbqschools.org

Phone: 563-552-5186

I am available before school from 7:00-7:35, 7th period from 1:35-2:20, and after school until 2:45.

The best and quickest way to communicate with me is through email.