

# Journalism

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|---|-------------------------------|
| Instructor: Mrs. Sarah Jackman  | Materials: Folder OR Binder   |
| Email: <a href="mailto:sjackman@dbqschools.org">sjackman@dbqschools.org</a> | Notebook (1 subject)          |
| Telephone: 563-552-5566   | Pen (blue or black) or Pencil |
| Room: E 45  | Headphones or earbuds         |
|   | Semester Course: 1 Credit     |

“It is the mark of an educated mind to be able to entertain a thought without accepting it.” –Aristotle

We are committed to providing your student with a well-rounded/diverse educational experience, involving a wide variety of topics and relevant social issues encountered in our pluralistic society. In our classrooms, all opinions are valued and critical thinking is expected. The focus of instruction is centered on both the Dubuque Community School District and Iowa State Standards.

Parents and/or guardians are welcome/encouraged to read, view, and discuss material with their student.

## **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 are 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.

## **Journalism fulfills a prerequisite for both Newspaper and Yearbook.**

**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.

### *Production and Distribution of Writing*

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

### *Research to Build and Present Knowledge*

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

### *Range of Writing*

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Assessment:**

Students will be assessed primarily through papers they are assigned to write in each unit, but will also be assessed through quizzes, tests, and projects.

### **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.

### **Course Content (Subject to change):**

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 also 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 learn about the inverted pyramid, news-feature approach, 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 project: opinion piece.

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

### **Resources/Communication:**

- Canvas website
- Inside Reporting by Tim Harrower (available in class – not a “take home” textbook)
- Telegraph Herald
- Teacher availability
  - Monday-Thursday 7:00am-8:20am & 1:35pm-2:20pm
  - Friday - 1:40pm-2:20pm
  - Outside of school - by appointment

### **Attendance:**

Regular attendance is a MUST. If you are late or absent, you are responsible for material covered in class and should find me about missed assignments.

Be on time for class. The expectation is you will be in your seat when the tardy bell begins to ring. A fifteen-minute detention will be given following the third tardy. Additional detentions will be handed out for subsequent tardiness. We will be following the tardy policy outlined in the student handbook.

### **Late work:**

Any work that is turned in late will miss important information that will contribute to the development of your understanding, therefore, **work turned in one day late will lost 10% of its value. Anything turned in later than one day will lose 30%.** Keep this in mind when observing deadlines. **I will not accept late work from a unit once the unit has been completed.** Consult PowerSchool, another student, or ask me if you are unsure of assignment details.

Important Note: You do NOT lose any credit if you have an excused absence on the day something is due. An excused absence includes illness, a school activity, or other pre-verified absence. If you know of an absence in advance, share that with me and we will try to work around it.

### **Honor Code:**

Cheating is a very serious issue. Cheating includes looking off of another student's quiz or test or discussing an exam with another student who has not yet taken the exam. Plagiarism, such as using another student's work as your own and/or using another's words or ideas as your own, is an extremely serious offense. Consequences for cheating will be a minimum penalty of a zero on that particular assignment or test. Nervous about your grade? See me, don't cheat.

### **Hall Passes:**

All students must have a pass to leave during class. Students MUST use the passes in their assignment notebook to leave the classroom. If you do not have your assignment notebook, you will not receive a pass from class. You must be prepared with all appropriate materials prior to the start of class. Locker passes will NOT be given to students to retrieve forgotten materials – you should bring your materials EVERYDAY. Pass privileges may be revoked for those students who abuse the pass system.

### **Cell Phone Policy:**

While cell phones and other electronics can and sometimes do have a place in the classroom, most of the time they are unnecessary. You will at times be allowed to use the device(s), but they should be put away, out of sight, and silent the remainder of the time. Checking or sending texts, using Facebook, Instagram, Snapchat, etc. are all improper uses of your device during class time. **If you are caught with a cell phone during a test, the phone will go immediately to the AP's office and a referral will be written.**

The following explains the procedure to be followed (in this classroom) if a cell phone or other electronic device becomes an issue.

- First issue – The phone/device must be placed out of sight and silenced
- Second issue – A phone jail box will be handed to the student. The phone/device must be placed in the box with the box at the front of the student's table area. The device may be removed at the end of class or if other directions regarding the device are given.
  - If the student takes the device out without permission, the third issue protocol will be enforced.
- Third issue – Security will be take the phone/device to the AP office
  - After the third issue, the school policy on page 26 of the Ram Student Agenda will be followed.

### **Headphones, iPods, etc.:**

The use of headphones, iPods, etc. is not allowed during normal class business. **Occasionally**, you will be given permission to use these devices during work time or down time as long as the music is not a distraction to those sitting around you or the teacher. These times will be designated by the teacher. **NO HEADPHONES and/or MUSIC is allowed during tests or quizzes!**

**No Inappropriate Language will be Tolerated.** This includes any name-calling, slang remarks, or derogatory statements in regards to other classmates or teachers. This is a ZERO TOLERANCE POLICY. The Dubuque Community School District harassment policy will be strictly enforced. **Respect** is essential in this classroom. This means everything from listening while others are speaking, to respecting ideas with which you disagree, to using all the work time provided, to turning in assignments on time, and more.

**No Food or Drink Allowed.** Bottled water is strongly recommended, but will not be allowed by the computers.

**Grading Scale:**

|           |           |           |           |           |           |
|-----------|-----------|-----------|-----------|-----------|-----------|
| A 93-100% | B+ 87-89% | B- 80-82% | C 73-77%  | D+ 67-69% | D- 60-62% |
| A- 90-92% | B 83-86%  | C+ 77-79% | C- 70-72% | D 63-66%  | F 59%     |